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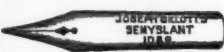
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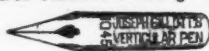
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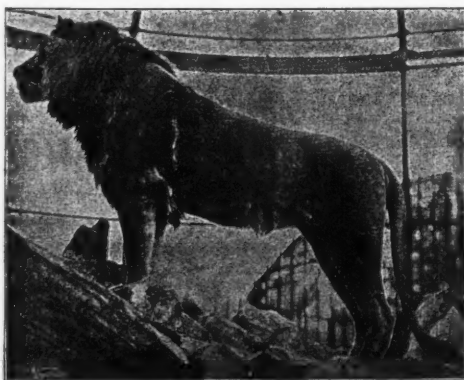
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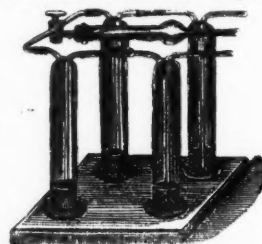
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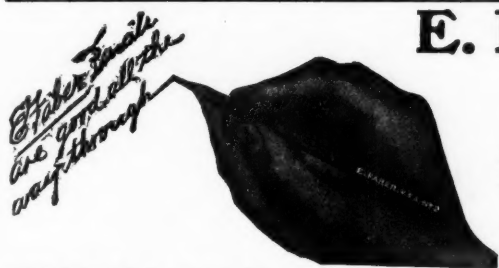
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXV.

For the Week Ending December 27.

No. 24

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The Sunday Question.

Mr. Kellogg's Views.

Our peril is a moral one. We shall not perish from illiteracy; that was not the cause of the decadence and destruction of either Rome or Greece. Our salvation will be thru morality and religion. Every thoughtful person will demand that these not only be allowed to exist, but be encouraged to grow.

The first aim of the schools must be character, which is living with moral ends in view as a permanent thought. Now the Day of Rest has, by the judgment of serious-minded people, been set apart for the promotion of morality and religion; it is a day in which the people are expected to go to school to study these subjects. Eminent men are employed to teach in all branches of knowledge bearing upon religion and morality. Vast sums of money are invested in the buildings in which this instruction is carried on.

All the steps of the noblest of the human race from Mesopotamia to Plymouth have been marked by efforts for higher stages of knowledge concerning these subjects. Everywhere man has told his earnestness in blood-red characters. Streams of human blood have flowed in every century except the past one, so determined and devoted has mankind been, and so highly has it esteemed morality and religion.

Now the public school has a mission greater and higher than the inculcation of the three R's; thru them the children are to be introduced to morality and religion. Once it was thought these should be taught in the public schools; it was decided that religion should not be. Then there was a great expansion of effort to employ the Day of Rest for teaching these subjects to the children; this day was dedicated with deeper earnestness to a better and larger instruction in these subjects.

It is apparent that school authorities and parents should co-operate in this noble effort; the former denying the school buildings to be used for teaching religion, should in no way hinder the attempt of the parents to have it taught to them on Sunday. Mark here the wisdom of the Catholics. At great expense to themselves, realizing the absolute necessity of religion to the human race, they do not limit their teaching of religion to what may be done on Sunday; they arrange for it on all school days.

If the city authorities decide to allow halls to be open for musical performance on Sunday that is one thing, but for a board of education to allow buildings dedicated to school purposes so to be used is quite another. As has been shown the boards of education have forbidden religion to be taught in the school buildings, saying, "Teach religion to the children in the Sunday schools and churches." Shall now the boards of education put musical performances into the school buildings to draw children and people into them and away from the churches?

This is quite another matter from the opening of museums on Sunday; that might be done to a limited extent; that for purposes of instruction for people who are employed six days in the week. The object of the Sunday concert is not instruction; it is amusement. The effect is to remove from the public mind what is impressed by the bells of the church towers: "Remember the Sabbath day and rest from your labors; on this day

think of the highest and best things; meet and study concerning your duty to God and man." For six nights in the week there are plenty of halls where music is offered to those who desire it; it is as if there was a scarcity that the school-houses should be opened on the Sabbath day, which is not true.

Let us ask the merchant whether he would prefer to have his clerk spend Sunday in the Sunday-school or church or in the music hall? Let us ask the teacher the same question concerning his pupils. Let us see how this fashion of things will operate in the country; there is a single school-house and there is a single church building, with services in the morning and evening, with Sunday school in the afternoon. Shall the board of education allow a band of musicians to come from some small village to amuse the stragglers who will not go to church, and also draw with them the half-formed characters always existing, and thus paralyze the none too-successful efforts of the religious and moral people of that community?

A board of education represents all the various religious sects and must act for them, whether it has any itself personally or not, it cannot but possess insight concerning the importance of the possession to the community of morality and religion. They know well that the greatness of this metropolis does not consist in its buildings or railways, but in the high character of its people. This matter, therefore, must be considered from the high standpoint whether it is a co-operative effort for the betterment of man's moral nature. It is not intrinsically wrong to listen on Sunday to variations on "Old Dog Tray." But if we dig down deep we shall find the church and the school stand on the same essential basis, and for one of these to hinder the progress and stability of the other would be most unwise.

AMOS M. KELLOGG.

Professor Hanus's Pedagogical Creed.

Prof. Paul Hanus, of Harvard university, has given to the Brooklyn *Daily Eagle* the following statement as a summary of the advanced educational theory of to-day:

"Education is directed, progressive participation in life's opportunities, duties, and privileges. Such participation must be so planned as to promote the development of all the powers of each individual, and at the same time adapt him to the civilization of his time. In the earlier stages the education herein defined would not recognize any specialization. At about the age of 12 the work done by the pupil, whether intellectual or manual, should begin to reveal to pupil and teachers the pupil's special aptitudes, and from this time forward a training in choice should lead the pupil to complete self-discovery by the time he is 18 or 19 years old. Such an education ought to be possible during the twelve or thirteen years covered by the public school program, and is more specifically defined as follows:

"Elementary or pre-secondary education should provide the most salutary physical environment for the pupil, and promote his normal physical development thru appropriate training; it should open the mind of the child and let the world in; it should stimulate and gratify curiosity in every field of worthy human activity, and utilize this curiosity for the acquisition of knowledge, and the development of permanent interests in, and power over this knowledge; it should acquaint the pupil with his duties and his privileges as a temporarily dependent member of society, and promote the development of habits of thought and conduct in harmony with his growing insight. At about the age of 12 or 13 the period of secondary education begins.

"The special task of secondary education is:

"First—To promote the pupil's normal physical development.

"Second—To stimulate every individual to aim at intelligent self-support or some worthy form of life work, whether he inherits an income or not, and to give him general preparation for such activity.

"To stimulate and prepare each pupil, so far as his age and the time limits of secondary education permit, to participate, intelligently and helpfully, in promoting the welfare of the society of which he is to form a part.

"Fourth—To prepare and stimulate each pupil to carry forward his own development uninterruptedly, so far as his circumstances permit, thru self-teaching, whether he continues his studies in some higher institution after his school life is closed or whether he enters at once on his active life work.

"At the age of 18 or 19 the pupil's school education should cease. He should be ready for college, or, if he does not go to college or professional school, he should be prepared to enter on his chosen calling, with some knowledge of its scope and meaning, some knowledge of the underlying principles on which success in it depends, and some power over its fundamental facts and processes."

Economy in Teaching School.

By E. L. BLACKSHEAR, Prairie View, Texas.

Is not the time ripe for a shortening of the public school curriculum and an elimination of much useless text-book material? Is there not a need for a simplification of educational methods? Are the results attained commensurate with the time, labor, and expense consumed? In arithmetic, for example, would it not be better to confine efforts in the first four grades to a mastery of the fundamental processes, with much drill to secure rapid, automatic accuracy in adding, subtracting, multiplying, and dividing, and with much drill in simple analysis? While in the four grammar grades fractions, common and decimals, could be thoroly attained, with much drill in simple percentage. Algebraic processes should be taught right along with the arithmetical as algebra is only generalized arithmetic.

In language there should be an end of the labyrinth of disjointed, illogical sentence writing and grammatical analysis and in its stead language study—study of a few pieces of real literature should be substituted. The mastery of a dozen pieces of good literature in the primary grades and another dozen in the grammar grades would give a real knowledge of language and a real love for literature and an insight into it, not now attained in years of so-called language lessons. Take a selection like the Chase:

The stag at eve had drunk his fill,
Where danced the moon on Monan's rill,
And deep his midnight lair had made,
By live Glenartney's hazel shade,

etc. To become saturated with the sentiments, imagery, style, allusions, and setting of a gem like this is to know language and to attain to literature. Such selections should become a part of memory, not by formal committing by rote, but by wise, persistent, varied study. When once memorized as the incidental result of proper study and analysis, such a selection should be often repeated by the class; one member could start, another take it up whenever called on, and so on around the class; again, the class in concert could repeat it, catching its spirit and calling up by imagination its splendid imagery. Again, the teacher could repeat it to the class, the class sympathetically following in thought.

For the third or fourth grammar years the Merchant of Venice is a splendid subject for literature study. This play of the great dramatist will afford more real culture than eight years of sentence and grammar drill. This play should be so taught and so learned that the class really knows the piece, knows every shade of thought in it, and every word, too; knows the truths and sentiments and can quote intelligently, appreciatively, and sympathetically any passage in it; knows the characters as he knows his schoolmates and the members of his family at home.

It is not the purpose of teaching literature in the common school to cover the range of human literature, but to prepare the pupil to enter the field of literature as a part of life work and life growth after school days.

It is not the purpose of the common school to attempt to teach the child everything that he will need to know in after life; as, for example, arithmetic should not be so taught as if the pupil were to master in school every possible mathematical process and detail that any human being might afterward be expected to find out and use in any and every calling whatsoever. Some seem to think that it is the teacher's office and duty to teach a child mathematics in school so that he would be ready for any problem in any or every line, whether common business or banking, or any line of engineering or astronomical calculation or what not.

Rather the true purpose is to give such discipline and training as will enable the pupil to master details when they come in actual life, and to apply his mental powers and knowledge to the attainment of processes when actual life supplies the motive and necessity for such attainment.

Culture and fundamental information are the aims of the schools, not an encyclopedic knowledge of facts, details, and processes, whether in mathematics, science, or history:

More must be left to initiative, and more reliance placed on the normal development of the mind. Teachers are unduly anxious to teach many things. The mind does not assimilate and wisely rejects most of this dead material, but there is the loss of energy spent in the rejection of unassimilable mental material. But the worst effect is seen in the weakening of mental spontaneity, the checking of personal initiative and the dwarfing of the natural growth of the mind.

The so-called self-made man has this advantage that the natural spontaneity of his mind has not been weakened. His mental elasticity is perfect. Reaction is equal to action, and growth is strong, normal, and constant. Wrong methods in school check, even destroy, mental reaction, which is as important as action. It is in the after effect of a lesson that best or only true results are seen. It is the thought that comes after the lesson or out of school hours into the child's mind of itself or in obedience to the mind's own laws that reveals the best effect of the lesson. An illustration of this is seen when a child comes home from a picnic, or from the circus, or the matinee. How natural, real, and interesting the comments and comparisons made. A child will talk for days to his mother about a visit to the menagerie or an excursion to the country.

Text-books should be simplified and shortened. Automatism in certain fundamental processes in numbers and language should be attained. This is nature's way. It is economy in the highest sense, of time, attention, and will power. Culture, power, ease, grace, should be attained. Accuracy, mastery, develop character. Less time on useless details of text-book, more stress on the social side, more emphasis on conduct, on good-will, on obedience to authority, on regard for the rights and feelings of others, on courage and hardihood to insist on the right in social and moral action—would make the schools more economic and more efficient.

The letter killeth, but the spirit maketh alive.

Nebraska's Prehistoric Quarries.

There are great flint quarries in Nebraska in which scientists have found evidences of a prehistoric people entirely different from the Indians or mound builders. The area covered by the quarries is something like 300 acres and from the flints, which are scattered about, three races are proved to have lived here.

That this unknown race was not related to the Mound Builders is evident from the fact that no metals are found in the quarries. The Mound Builders did not belong to the stone age and this new race certainly did. As the Mound Builders preceded the Indians so it seems this third race preceded the Mound Builders by some centuries.

School Sports.

By Prin. J. M. GREEN, State Normal School, Trenton, N. J.

There is a distinct difference between school sports and athletics. Athletics aim to accomplish great feats of strength in contention and require that those who would excel in them devote themselves to them to the sacrifice of anything that may tend to distract.

Practice, exercise, sleep, diet, refraining from study, reading or any occupation that tends to draw nourishment from the muscle to the brain must be carefully guarded.

School sports are designed to furnish healthful recreation, enjoyment and reaction from study—such a reaction as tends to preserve a proper balancing of nourishment between brain and muscle. Athletics and school sports are not consistent with each other.

If, for instance, a school aims to excel in athletics, it must select its most promising pupils in this line and then sacrifice everything to their athletic training. Gymnasium, playground, physical director, bath-rooms, diet, recreation hours, organization of "rooters," cheers, school songs, everything must center around these few. Instead of this influence tending to promote healthful exercise among students, it tends to deaden such exercise. The general student body must content itself with hanging around the gymnasium gallery, sitting on the playground benches, the boys escorting their girl friends to the game, or, as too often happens, promenading the sidewalks with high collars, elongated cuffs, rolled-up trousers and cigaret puffs, while they wisely discuss the merits of "our team, don't cher know."

There is a distinct absence of that healthful, all-around development that makes the manly, good-natured, vigorous student who is a joy both on the playground and in the school-room.

If a school desires to promote school sports, it should be provided if possible with an indoor play-room and an outdoor playground. The sports should be so planned that they are healthful, interesting, and as far as possible engage every pupil in the school. Games should be arranged between classes or divisions of classes, societies, clubs, etc. If it is desirable to exchange games with neighboring schools the team chosen for this purpose

should be composed of those who have shown excellence in the different divisions or classes and in their legitimate part in those classes, and games should be arranged only with schools having similar conditions that there may be a chance of victory without perversion of purpose.

Such a conduct of sports as this is consistent with studies, indeed promotes them, and is consistent with the proper use of buildings such as gymnasiums that are provided for the benefit of all rather than a chosen and favored few, and that few chosen for reasons that prove that they least of any in the school need this exercise for the simple reason that they must be strong to be chosen.

In the conduct of school sports we have in Oxford and Cambridge of England examples in contrast to our American system.

These universities are composed each of about twenty colleges. Each of these colleges has its teams, and the varsity team is made up of the picked men of these teams and the exchange games are chiefly confined to the two universities.

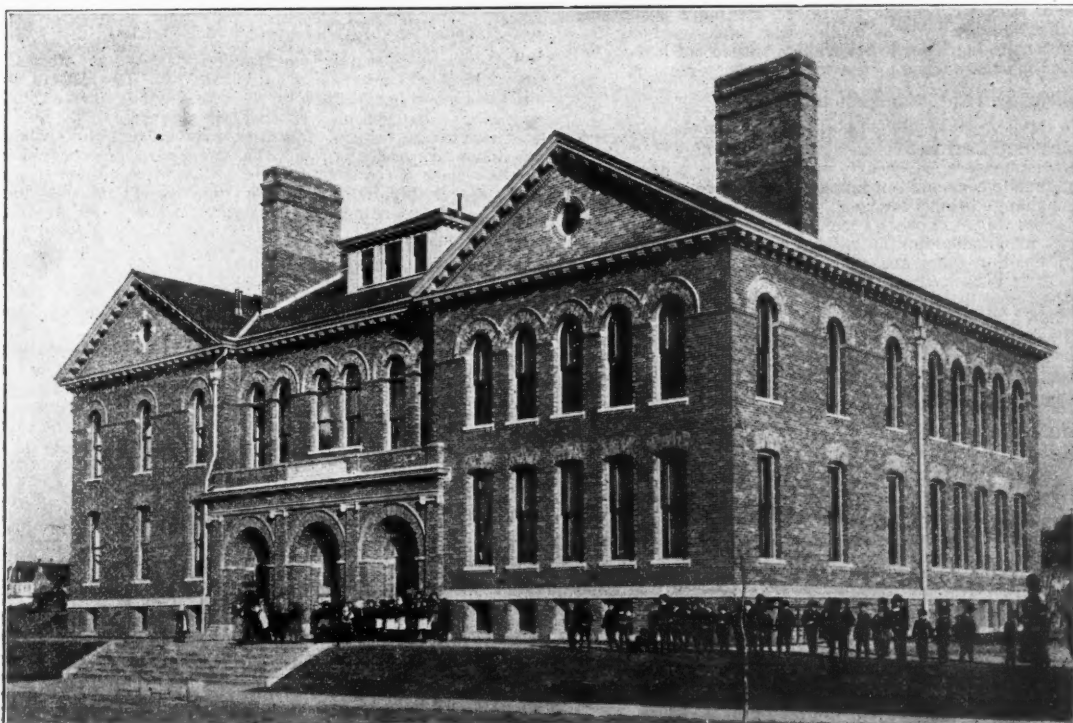
In America a university having as many students as the twenty colleges of Oxford or Cambridge will usually put forth but one team. This team will confine itself largely to playing with other colleges, hence there is little development of the student body of any college and the team itself is frequently reduced to pure athletics.

If there is any definite relation between athletics and permanent good health or study, it is probably an inverse ratio.

Well organized school sports promote both good health and study.

We note that the Columbia freshmen and sophomores felt it needful to have a traditionary scrap—the former trying to have a dinner and the latter to prevent them. Just why they should do this is explained by one of the latter to a policeman: "You see the Greeks and Trojans used to fight; that's what made them great; there is no greatness without fighting; they fought to kill. Ours is in pantomime mainly; it is keeping alive an old custom. See?"

Some Yale students assaulted some ticket sellers; the court took no notice of the plea that they were college students (once potent), but fined one \$200, four others \$100 each.



Saunders School, Omaha, Nebraska.—John Latenser, Architect.

The Passing of the Rural Schoolmaster. II.

By State Supt. W. K. Fowler, Lincoln, Nebraska.

From the United States Commissioner's report and from many state superintendents' reports and letters I have compiled the following table of the

Percentages of Male Teachers.

STATES	1870	1880	1890	1895	1899	1900	1901
Arkansas.....	73	82	71	—	—	60	—
California.....	40	32	21	—	—	17	—
Connecticut....	23	28	15	11	10	10	—
Florida.....	66	62	48	42	39	37	—
Georgia.....	71	65	54	54	46	45	—
Illinois.....	44	45	41	37	—	38	—
Indiana.....	60	57	51	48	—	47	45
Iowa.....	39	34	21	—	20	20	16
Kansas.....	48	54	40	—	—	33	—
Massachusetts..	13	13	11	10	—	8	—
Michigan.....	25	30	22	23	22	20	—
Minnesota.....	—	36	21	27	—	22	21
Missouri.....	—	56	45	—	—	38	—
Montana.....	60	39	23	—	—	15	17
Nebraska.....	52	41	27	27	22	22	19
New York.....	23	25	16	15	—	12	12
North Carolina..	73	71	59	—	—	48	—
Ohio.....	43	48	43	—	—	40	—
Rhode Island..	24	19	13	11	—	11	10
South Dakota..	25	41	30	32	26	25	—
Texas.....	—	—	60	52	—	52	—
Vermont.....	—	16	11	13	—	13	—
Virginia.....	64	59	39	—	—	33	33
Washington....	47	37	40	—	—	31	—
Wisconsin.....	29	29	20	—	—	18	—
Wyoming.....	29	44	19	—	—	15	—

Many of the letters of the state superintendents in reply to my request for statistics on the percentages of male teachers in the public schools of their respective states during certain year* contain, in addition, significant statements, all of which I append. I omit none that you may appreciate the equanimity of opinion on this subject in different sections of the country.

J. J. Doyne, Arkansas:

"You will note that the number of female teachers is on the increase. Two reasons may be assigned for this: First, they are more willing than male teachers to take a normal course of study; hence, their services are more acceptable. Second, while deserving as much as the male teachers, they are content to work for lower wages, and do not become disgruntled in consequence of the small pay they receive."

Charles D. Hine, Connecticut:

"In this state principals of graded schools are designated as teachers. Bearing this fact in mind, it appears that the rural schoolmaster has nearly vanished. The relative number of female teachers appears to be increasing. The reason for the change is that educated and competent men can obtain larger wages in other vocations than teaching. Women without much education but with a normal school polish can obtain positions and are willing to work for the wages offered. It is a phase of supply and demand. My view is that the feminization of schools is not best for the children. It would be well if all children were instructed for a year or two by a good man teacher. Accordingly I deplore the disappearance of the good village schoolmaster. He will return by and by when we have succeeded in uniting our small schools."

Frank L. Jones, Indiana:

"We have a much larger percentage of male teachers in the rural schools than in the city and town schools. Our state does not show as heavy falling off of male teachers in the rural communities as many other states for the reason that we have a different organization, and pay, in most communities, better salaries than are paid in other states. We have the township unit system in Indiana and one man has full control of educational affairs for that entire township. This officer or trustee is always a man and you can see at once that the tendency would be to keep men in the schools, there being less sentiment and more responsibility in the selection of teachers."

Richard C. Barrett, Iowa:

"In 1898 the Supreme court in the case of *Burkhead vs. Independent district of Independence* decided that the stat-

utes of Iowa do not give to boards of directors authority to employ teachers for more than a single school year at any one time. As a consequence there is quite general unrest among superintendents, principals, and teachers, in cities and towns especially. For the year ending in September, 1900, there were fewer male teachers by six hundred in our schools than were engaged in teaching the previous year, while the percentage of males decreased from thirty-nine per cent. in 1870 to 20.4 per cent. in 1899. Many men occupying positions considered among the best have voluntarily abandoned teaching, in part because of the short term of service for which contracts may be drawn. Young men about to choose their work for life hesitate to enter upon a profession that offers only an annual contract. The people themselves seldom choose an officer for less than two years. County and state officers are generally elected for two years; county supervisors and railroad commissioners are elected for three years; judges of district court for four, and supreme court judges for six years. The people, are, I think, not averse to this order. A board of directors is a continuous body, and might with perfect safety be given authority to elect its teachers for at least three years. Legislative action of this sort would encourage men to enter upon and continue longer in the service of teaching, which is very desirable."

Frank A. Hill, Massachusetts:

"We have no data to show the relative number of male and female teachers in our rural schools at stated intervals of time. I know, however, that fifty years ago, the winter schools in our small towns were taught almost universally by men and the summer schools almost universally by women. To-day the schools in our small towns are no longer known as summer and winter schools. They are kept continuously, with the only ordinary vacation breaks, for a minimum period of thirty-two weeks, that being the requirement of the state law for all our towns and cities. Most of these rural schools are kept several weeks longer. They are taught now the entire year almost universally by women. The ratio of men to women in the teaching force for the entire state, in 1891, was 1 to 9.5. It kept falling until 1894 when it got as low as 1 to 10.6. Since that time the proportion of men to women has been slowly rising. In 1900, it was 1 to 10.2. It may be interesting to you to know that there is an increasing permanency of tenure with us. The ratio of the number of teachers employed to positions to be filled was 1.15 to 1 in 1891 and 1.10 to 1 in 1900. My personal conviction is that the proportion of men in the teaching force is too small. It is highly important that the boys and girls of our public schools shall be brought under the influence of both men and women teachers."

J. Y. Joyner, of North Carolina:

"Decrease of white male teachers in ten years was 231. Increase of white female teachers was 708. Decrease of colored male teachers, 382. Increase of colored female teachers 266. One reason why there is an increase in female teachers is that most of the work done in the public schools is elementary, and it is found that women are better teachers for this class of teaching than men. Another reason is that men are finding more profitable employment in other lines than school teaching, while as yet the sphere of woman's work is limited and hence she goes into the school-room."

Joseph W. Southall, Virginia:

"The public school system of this state was organized in 1871, and has steadily grown in extent and efficiency, tho I am of the opinion that it would be far better if we could command the services of an increasing number of educated men to give strength and virility to the schools. The tendency to multiply schools in the rural districts has done much to weaken the school system in this and in other states, and one reason for this increase in our schools is due to the pressure frequently brought to bear on school officials to make places for young women who have influential relatives behind the movement to establish new schools."

L. D. Harvey, Wisconsin:

"The school system of this state was first organized in 1848. An examination of the reports does not, however, ever show anything very satisfactory as to the relative number of male and female teachers employed in the schools of the state until 1862. Up to 1860 the schools of the state were supervised by towns school superintendents and it appears that the reports obtained from these officers were very meager and often unreliable. I am, however, able to guess with a reasonable degree of accuracy that up to 1860 or 1861 the number of male and female teachers hired each year was about equal. It seems that during the winter terms about nine-tenths of the teachers were

males, and this proportion was reversed during the summer. The winter schools in the early history of the state were very large and frequently attended by persons more than twenty years of age. The people generally considered a woman incompetent to control such a school. In 1862 I find that the number of male teachers employed during the winter was 2,349; during the summer, 418; while of female teachers, the number employed in the winter was 1,810, and in the summer 3,462. The statistics at this time included those teaching in what were then cities, as well as what we now call rural districts. In fact, in the compilation all the way thru, the statistics are divided only as to cities under city superintendents and towns, villages, and cities under county superintendents. I have not given the statistics for the forty or fifty cities under city superintendents. In 1867 the number of males employed was 1,822; of females employed, 5,059. In 1872 the number of males certificated was 2,266; of females, 5,007. There is evidently some inconsistency in these statistics, but I am unable to tell you where it is. In 1877, the number of males certificated was 3,075; and of females, 6,214. The number of males certificated in 1882 was 1,873; females 5,753. In 1887, males 1,969; females 6,789. In 1892, males 1,836; females, 7,289. In 1897 the number of males certificated was 1,953, while the number employed was 2,218; and the number of females certificated was 6,627, and employed 7,582. This apparent discrepancy arises from the fact that first-grade certificates are good for four years, second for two years, and that a considerable number of teachers, both male and female, hold countersigned, normal school, university, and college diplomas, and limited and unlimited state certificates. In 1900 the number of males certificated was 1396; the number of females, 6,007. It may interest you to know that of these, 147 males received first-grade certificates, 324 second grade, 925 third grade; while 310 women received first-grade certificates, 1312 second-grade, and 4,385 third grade.

"I might add here that it is an unusual thing to find a man teaching in a school during the summer, unless he holds a position as principal in a graded or high school."

In Nebraska the number of men teachers in the ranks is also rapidly decreasing. The highest number ever employed in the state was 2,861, in 1890. Since that time it has wavered along about 2,500, 2,400, 2,300, dropping to 2,133 in 1893, rebounding to 2,700 in 1896 (remember the times!) dropping again to 2,038 in 1899, and 2,062 in 1900. Last year (1901) the number reported was 1,840. This year (1902) the number is 1,862. All this time there has been a steady increase in the number of women teachers and the total number of teachers employed. We usually ascribe low salaries as the chief cause for the decrease in the number of men teachers employed from year to year. If we insist upon that we must make our comparisons between the salaries paid for teaching and the salaries paid in the other professions and in the trades and the various lines of business, for the salaries of men teachers in Nebraska during the past twenty years show a slight increase from year to year with occasional variations. Previous to 1885 the average monthly salary of male teachers in the state never exceeded \$40.00. In 1885 it jumped to \$43.74, and until 1891 ranged between that amount and \$43.00. The latter year it advanced to \$44.81, in 1892 to \$45.20, in 1893 to \$47.59, the highest in the history of the state, with the exception of the present year (1902). From that time to 1898 it gradually declined to \$42.61. In 1899 it was \$45.05, in 1900 \$46.26, in 1901 \$47.54, and in 1902 \$49.15. One must remember the condition of the country in connection with these years. From 1872 until 1881 inclusive the average monthly salary of women teachers ranged along about \$5.00 less than the men. From 1882 to 1888 it varied from \$6.00 to \$9.00 less. From 1889 to 1892 it was about \$5.00 less. Since 1893 it has varied from \$6.50 less to nearly \$10.00 less than the men receive. Last year (1901) the difference was \$9.31.

The following table is self-explanatory of conditions in Nebraska:

For years our magazines and journals have been discussing rural life, its purity and simplicity, contrasting it with the foul atmosphere and complexity of life in the great cities. The recent publications of the late census statistics showing the continued and continuous and increasing flow of life from country to city has accentuated this. Attention has been called in periodicals to improvements in rural school life, to the introduction of

YEAR	TEACHERS		Percentage of Men	AVERAGE MONTHLY SALARY	
	Men	Women		Men	Women
1871.....	560	520	52	\$39 24	\$36 64
1872.....	773	739	51	38 50	33 40
1873.....	1046	1176	47	39 36	33 90
1874.....	1252	1483	46	37 98	32 12
1875.....	1504	1587	48	38 60	33 10
1876.....	1468	1893	44	37 14	32 84
1877.....	1571	2153	42	35 46	31 80
1878.....	1609	2121	43	34 65	25 75
1879.....	1607	2221	42	33 25	29 55
1880.....	1670	2430	40	36 12	31 92
1881.....	1866	2964	39	34 30	29 10
1882.....	1862	3507	34	37 99	28 50
1883.....	1788	3802	32	38 90	29 60
1884.....	1845	3891	32	39 50	32 90
1885.....	2575	6844	29	43 74	37 74
1886.....	2605	5884	31	42 68	34 70
1887.....	2529	6346	29	43 72	35 72
1888.....	2752	7184	28	43 18	35 54
1889.....	2751	7593	27	43 38	39 94
1890.....	2861	7694	27	43 00	37 92
1891.....	2409	6392	27	44 81	39 30
1892.....	2385	6750	26	45 20	39 20
1893.....	2133	7231	23	47 59	38 06
1894.....	2393	7080	25	46 74	39 52
1895.....	2548	6943	27	44 18	38 66
1896.....	2700	7368	27	44 53	37 58
1897.....	2514	6833	27	42 57	36 14
1898.....	2433	7175	25	42 61	36 04
1899.....	2038	7155	22	45 05	36 56
1900.....	2062	7401	22	46 26	36 90
1901.....	1840	7645	19	47 54	38 23
1902.....	1862	7767	19	49 15	38 51

agencies that ameliorate conditions of farm life by removing the isolation of the farmer and his family. These agencies include good roads, free rural delivery of mail, telephones, traveling libraries, university extension courses, and suburban electric railways. With these agencies for the improvement of rural life, I desire to include the township or centralized graded rural school. Now here is a great topic! Shall I stop? The rural schoolmaster is disappearing. Let him go,—but not alone. The rural schoolmistress may accompany him. She should! With the establishment of centralized graded rural schools will come a gigantic stride in the standing of teachers, a small reduction in the number of men teachers, and a large reduction in the number of women teachers. My solution of the rural school problem is: Consolidation of School Districts, Centralization of Schools, and Public Transportation of Pupils.

Rational Methods with Decimals.

By Supt. HERMAN S. PIATT, Coshocton, Ohio.

In passing from common fractions to decimals pupils commonly have the impression that they are making a tremendous leap; that between the two subjects a great gulf is fixed. The fact that they are both called fractions has little influence in correcting this impression, and the designation "common" for those he meets first simply adds to the confusion. Not till long after he leaves school, perhaps, does he discover that in actual business life the decimal is the "common" fraction.

The first efforts of the teacher should be directed toward showing that in dealing with decimal and common fractions the pupil is handling quantities which are essentially alike. The difference in method of writing is the one which strikes the pupil most prominently and which in the majority of cases constitutes for him the real distinction. Test your pupils who have completed decimals and see how many will tell you that decimal fractions have no denominator; that $\frac{1}{10}$ is not a decimal, but that .3 is. And this in spite of the fact that if called upon, they will assert with infinite glibness that "a decimal fraction is one or more of the decimal parts of a unit."

At the very beginning of the subject the teacher

should labor to impress her pupils with the fact that the fundamental distinction between common and decimal fractions is one of denominator. The denominator of a common fraction may be any number, but the denominator of a decimal fraction is always 10 or a power of 10. This can be done without using the word "power," for which the pupil is of course unprepared. It can not be done by a mechanical memorizing of any number of textbook definitions. Because of the peculiar character of the denominators of decimal fractions it is possible to write them without expressing these denominators in figures. But the denominators are there. They are indicated by the position of the decimal points. Such a distinction, however, is superficial and accidental. The real difference is one of denominator. This point should be emphasized by numerous examples, until it is clear to the pupil, altho a formal and set explanation on his part should not be required. He is then ready to proceed with the various operations with decimals.

The points to be kept constantly in mind are still that decimals are only a kind of fraction, and that the same operations may be and are performed with them as with common fractions, and in essentially the same way. For example, the first thing the pupil meets is the reduction of decimals to common fractions. What is this but reducing the fractions to their lowest terms? He has already learned that .25 is simply $\frac{25}{100}$ written in a more convenient way. The whole process then is simply one of reducing $\frac{25}{100}$ to its lowest terms. There is nothing new for him to learn.

The opposite process, reducing the common fraction to the decimal would seem at first glance to present more difficulty. But if the pupil has thoroly learned the fact that the distinction between the two is merely one of denominator, he is prepared for the statement that it amounts simply to changing a fraction from one denominator to another. To "reduce" $\frac{3}{4}$ to a decimal is to change the denominator from 4 to a power of 10. The least power of 10 that will contain 4 is 100. In $\frac{3}{4}$ there are $\frac{75}{100}$ and in $\frac{3}{4}$ there are 3 times $\frac{25}{100}$, or $\frac{75}{100}$, or .75. But the arithmetic tells him to divide the numerator by the denominator. It works an example for him in which the numerator is set down, then the decimal point, then ciphers. The division is performed and the quotient properly pointed off. This means that in order to reduce common fractions to decimals the pupil must use a complicated form of division of decimals long before he has reached that subject. The explanation that usually accompanies this example only turns simplicity into confusion. Yet, as was just shown, the process is one with which the pupil is already familiar.

Let us take a little more difficult example. It is required to reduce $\frac{3}{8}$ to a decimal—that is, to change it from a fraction whose denominator is 8 to one whose denominator is a power of 10. He already knows that in such case he should divide the required denominator by 8 and multiply the quotient by 7 to obtain the new numerator. We will say that he cannot see by inspection what is the least power of 10 that will contain 8. Let him perform the division, beginning experimentally with 10. As that does not come out even, let him try 100, the next power of 10. Do not speak of annexing ciphers at first, but call it trying new decimal denominators. Let him continue until he finds a power of 10 that will exactly contain his denominator. Then let him multiply that quotient by his numerator for the new numerator. The power of 10 that he has used will be the new denominator. I use the word "power" in this article for convenience, but the teacher need not and should not use it. The work will be like this:

$$\begin{array}{r} 8 \overline{)1000} \\ \underline{125} \\ 750 \\ \underline{700} \\ 50 \\ \underline{40} \\ 100 \end{array} \quad \frac{3}{8} = \frac{375}{1000} \text{ or } .375$$

Use no decimal points in the division. Let the pupil work a number in this way to show him that the process is exactly the same that he used with common frac-

tions. Then he is ready to be told that instead of dividing by the denominator and multiplying the numerator he may multiply the numerator first and then divide by the denominator. The result is the same and the work is shorter. Taking the illustration used above, let him multiply the numerator experimentally by 10 and divide by the denominator. Continue to multiply by 10—i. e., annex ciphers—until the division is even. The quotient will be the new numerator and the power of 10 used will be, as before, the new denominator. Thus:

$$\frac{8 \overline{)7000}}{875} = \text{new numerator.}$$

Since we have multiplied by 1,000, therefore 1,000 is the new denominator. $\therefore \frac{3}{8} = \frac{375}{1000}$ or .375.

There is no decimal point and no "pointing off" to confuse the pupil. The process is one he is familiar with from his work in common fractions.

The same intimate correspondence in processes between decimal and common fractions is to be noted and emphasized as the pupil meets the four operations of addition, subtraction, multiplication, and division. In the first two the pupil has learned that he must reduce the fractions to a common denominator before the operations can be performed. That is exactly what he must do in decimals, tho the process is so simple that he seldom realizes what he is doing. Why must the decimals be written with the points under each other and the decimal point of the result under these? When he adds 25 and 5 he writes it thus 25 and the result is 30.

When he adds .25 and .5 he writes it thus $\begin{array}{r} .25 \\ .5 \\ \hline \end{array}$ and the

result is .75. Why is this? The reason usually given by book and teacher is not an explanation, and the real reason is frequently lost sight of even by the teacher. When he writes his decimals with the points under each other he is reducing them to a common denominator. $\frac{25}{100} + \frac{50}{100} = \frac{75}{100}$. In the same way $.25 + .5 =$

$\begin{array}{r} .25 \\ .50 \\ \hline .75 \end{array}$ Or, .50 We reduce the .5 to .50 in the

same way and for the same reason as if we were dealing with common fractions. In practice we never actually annex the cipher, and the pupil seldom learns that it is even to be understood. Pupils should be required to work examples in addition and subtraction of common fractions along with the decimals, not only that they may see that the processes are fundamentally the same, but also that they may learn why in actual life the decimals are by far the more common. After he has solved a number of examples in both forms he will not need to be told that it is because they are easier to handle and require less work. To this end, let him have a number of such exercises as these: $\frac{1}{2} + \frac{3}{4} + \frac{5}{8} + \frac{1}{16}$.

Then the corresponding decimals:

.8
.1875
.12
.35

In multiplication he is told to point off in the product as many decimal places as there are places in both multiplier and multiplicand. But why? On that point he will question the book and perhaps the teacher in vain. Yet the explanation contains nothing beyond his capacity to grasp. He already knows that $\frac{1}{1000} \times \frac{1}{10} = \frac{1}{10000}$. He also knows that the last fraction is written decimally .0001. It is only a step, and that a very easy one, for him to learn that in multiplication of decimals, when he is multiplying the given numbers as integers he is multiplying the numerators, and when he is pointing off the product he is multiplying the denominators. There is nothing new for him in this method of multiplying fractions. That is the way he has always done it.

Similarly in division. Why should he subtract the decimal places in the divisor from those in the dividend in order to place the decimal point of the quotient? Taking the same quantities, he already knows that $\frac{1}{1000} \div \frac{1}{10} =$ (by cancellation) $\frac{1}{100}$ or .01. That is, the

new numerator is the result of canceling the inverted numerator of the divisor into the numerator of the dividend; and the new denominator is obtained by canceling (dividing) the inverted denominator of the divisor into the denominator of the dividend. Dividing 1,000ths by 10ths gives 100ths. And a few similar examples skilfully presented will soon bring the class to see how the rule of subtraction is obtained. It will also bring them to see what pupils seldom do see, namely, that both the adding and subtracting rules are nothing more than convenient "rules of thumb" for placing the decimal point in the result. They themselves represent no mathematical principle. But they grow out of mathematical principles which are not too difficult for the pupil, and which he should learn.

In conclusion, the pupil should have constantly kept before him the fact that decimals are fractions, like any other. That their denominators are indicated by the position of the decimal point, not expressed in figures; but that they have denominators just the same. That decimals are capable of the same manipulations as other fractions, and that the processes of these manipulations are essentially the same. That in the case of decimals parts of these processes (*e. g.*, reducing to common denominator) are so simple that they are commonly lost sight of. That because of this greater simplicity of manipulation, decimals have already become far more common than the so-called "common" fractions, and are destined to supplant them still more in the future. With every process the work with decimals should be accompanied by exercises with common fractions employing the same processes. This will not only emphasize the close correspondence between the two, but will furnish a review of common fractions under favorable conditions for apperception. It will also make clear the overwhelming advantage of the decimal form for nearly all the calculations of actual life.

Pen and Ink Work.

By ELLA M. POWERS.

Among the little winter plants, the wintergreen or checkerberry, as it is sometimes called, is highly prized and sought for by the hungry birds and the deer.

As the little globular red berry with its shining green leaves is easily gathered and grows thruout a wide area of country, it proves an admirable subject for lessons in drawing, pen and ink sketches, and color work. Such subjects are readily appreciated by teachers, who will find plenty of volunteers to go forth and gather specimens of the pretty checkerberry to be used later in the school-

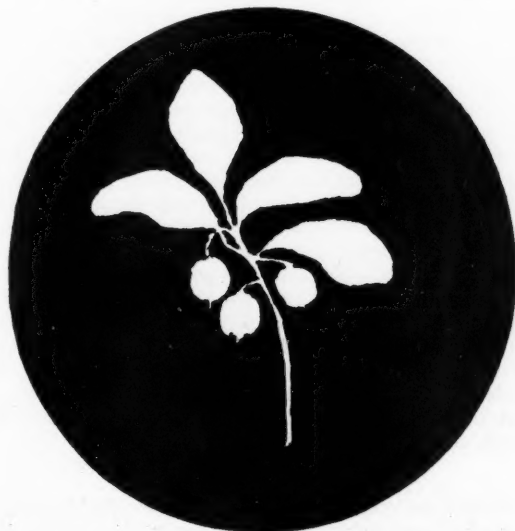


Fig. 2.

room for the basis of several drawing lessons.

I. Among the first attempts, a lesson may be planned for the rough "laying in" of the leaves and berry in solid black. The pupils may be given specimens, and each pupil's attention will be called to the general form of the leaves, the berries, and their manner of growth. Place the little plant against a sheet of white paper in order that its general outline may be more distinctly and carefully observed. Papers of a light gray or of a creamy tint have previously been distributed, for the silhouette is more pleasing when done on a tinted paper. The little brushes, of camel's hair, must not carry so much ink as to fall from the brush and cause unsightly blots—but the pupils will soon discover for themselves that this precaution must be taken. No pencil is used in this lesson. Great care must be observed in sketching the edges, for these must be well defined. After the first wash of ink is perfectly dry, a second application of ink

will make the sketch a more intense black.

II. The second lesson may present a few more difficulties to the pupil. After the distribution of papers, the pupil may, with a pencil, sketch the outline of the design in the center of his paper. Then a circle may be outlined about it. The background may now be filled in with ink, leaving the paper clear to form the design. Veining and shading may be done if preferred or

the paper may be left purely without these lines. Some pupils may choose to have their plant enclosed in a square form instead of a circle, others may prefer the oval, while still again the Gothic may be fancied. In this, the pupil may be given full liberty of choice. In this lesson, the same care must be observed in applying not too much ink, but by going over the background a second or third time an intense black may be secured.

III. In the third lesson finer work may be introduced preparatory to more intricate designs to follow. The little plant's leaves and berries should be carefully sketched and following this will be the placing of the shadows in their proper places. Since the berries are like little spheres, which the pupils have long drawn, and have long been accustomed to the disposition of the lights and shades on these, they will doubtless have no trouble with the little berries. This work may be done wholly with the pen, and very effective will be some of the designs made.

If the time allotted to the lesson be extended or sufficient for many to accomplish more than this one little pen and ink sketch, they may again sketch the same design in pencil on another paper, and with their water colors they can match the shade of berries and leaves and apply to their sketch.

IV. The book cover design may not be attempted if thought too difficult, but children of ten and twelve will take great pleasure in making an attempt in this work. Select and use paper of a light grayish tint and let each pupil use his taste in arranging his book-cover design. If various designs of flowers upon book covers can be previously shown to them, it will materially aid them in their work. Give them the freedom of placing their own design in a circle, an oblong, a square, a panel, or a triangle. Many may prefer only a spray-like design across one corner of the paper. Encourage the children in their taste for something original, unique, and artistic.

(Continued on page 693.)



Fig. 1.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING DECEMBER 27, 1902.

Only a few weeks since THE SCHOOL JOURNAL referred to a pathetic incident at the passing of the English Education Bill, when at the conclusion of a vigorous speech in support of that measure the archbishop of Canterbury collapsed in the House of Lords. It was the last appearance in public of Dr. Temple. He died peacefully on December 23. "The Primate of All England," as his official title runs, was born in 1821 and thus lived to a ripe age. He was a native of the Ionian islands, worked on a farm as a boy, and later attended school in England, taking his degree at Balliol college.

Dr. Temple has been an important factor in English education. He was principal of a training school near Twickenham for almost ten years, and then was made an inspector of schools. In 1858 he became head-master of Rugby, Dr. Arnold's school, which responsible position he occupied for eleven years. He often quoted as the greatest compliment he had ever received this encomium from one of the Rugby boys, who wrote to his parents, "Temple is a beast, but he is a just beast."

He was bishop of Exeter, bishop of London, and in 1896 was appointed archbishop of Canterbury. The chief characteristic of the grim-visaged, "grand old man of the English church," was what one of his friends called "his inveterate fondness for taking the bull by the horns." His rugged words always commanded profound respect.

The pressure of the farmers' sons to get to the city, what causes it? It has been thought the poor teaching in the rural schools was one of the principal causes, but the increase of normal schools does not lessen the movement at all. There is a disrespect for farm labor; it does not yield the good clothes and the apparent leisure of the city clerk. And how few of those who engage in teaching in the country school expect to continue in it! When a man of any prominence dies it is about certain that it will be said he taught in a country school early in life.

In other words, both teacher and farmer look upon teaching as a mere step to something better. Can the influence of the schools be at all what they should be when the teacher has this feeling? Teaching administered by men and women who consider it a makeshift is of a weak and unstable kind; it cannot produce character. But such is what is still dealt out to our farming population. The older boys and girls are under the influence of teachers who mean to betake themselves to the city as soon as possible, who despise farm life.

The building sets a standard for the public estimation of education. In a pretty village a clean, well-painted church was seen at one end; at the other, an ugly, unkempt school-house. The inhabitants valued religion, but not education.

This does not state the whole ground. The overshadowing influence is the idea that life in the city is superior to life in the country. There is an undervaluation of nature and an overvaluation of art. The effort to put a just estimate on nature has come none too soon.

The new chief justice of the supreme court, Mr. Holmes, of Massachusetts, said:

"I have considered the present tendencies and desires of society and have tried to realize that its different portions want different things, and that my business was to express not my personal wish, but the resultant, as nearly as I could guess, of the pressure of the past and the conflicting wills of the present."

Is this a sound statement? We think not. There is to be no guess work about it. He is to pronounce de-

cisions according to the constitution he has sworn to uphold and defend. The present may very likely demand changes, but we have got to go according to a compact that was made in the past. Besides, as Lowell said, "Those fellows were no fools,"—meaning the constitution makers.

It makes a great deal of difference what one reads. This position is so axiomatic that no argument will be offered, but an instance merely to illustrate its truth. All the people have heard of Mr. George F. Baer, the president of the Reading railroad. He was not always thus; he was a lawyer and was unusually successful. When he traveled on the railroad it was noted that he read law books and not newspapers. This bears out the opinion of a well-known principal in this city, that the schools used to accomplish more when the reading of newspapers was the exception and not the rule as it now seems to be.

The teachers' meetings at Syracuse next week give promise of the best feast the various associations gathering there have ever enjoyed. The State Grammar School Principals' Council, the Training Teachers' Conference, and the Associated Academic Principals have prepared unusually strong programs. As a result there will probably be the largest attendance ever brought to Syracuse in holiday week. Many of the school superintendents of the state will be there.

Philippine Schools as Social Centers.

Supt. Mason S. Stone is shaping the development of the schools of Manila in accordance with the best thought of the present. He is a wonderfully tactful man and proceeds cautiously. The lines of endeavor indicated in his recent report to the municipal council of Manila are therefore all the more significant. This report gives a very vivid picture of the possibilities of the schools and reveals also some of the aims Mr. Stone has set himself. He writes:

The present condition of affairs in Manila affords an opportunity to demonstrate the benefits of the public school system of America, to discard effete ideas of schools and school administration, and to start fresh and unhindered by the trammels of tradition, but in accordance with the most advanced and best school philosophy of the states. Therefore, I desire to submit to your consideration the advisability of making each school-house the social and public center of its community.

These people lack solidarity because they lack a common language, a common leadership, a common purpose, and a common civic training. They do not have self-directive organizations of a character to bring out the best in them, or thru which instruction in civic, home, and self duties can be easily communicated. Therefore, it is urged that in each school building a suitable hall be provided for the people of the district, and that the people be encouraged to feel that the building is for them, is to be the center of their social life and common interests, and a place where, under certain restrictions, they can meet for social gatherings, for public addresses, and for discussion of the community and governmental affairs.

This assembly-room can also be used for frequent school gatherings and such exercises as will incite an educational interest in the patrons of the school. The recitation-rooms should be used for mothers' meetings, committee meetings, conferences, and the institution should be made to control and direct the social, intellectual, moral, and civil life of the community.

School-Rooms.

In each building there should be a room for the collection of natural history objects in order to acquaint the people with their environment, to broaden their knowl-

edge of the world, and to awaken their powers of thinking, reasoning, and forming right judgments—mental arts in which they are not highly schooled. In addition to the foregoing, there should be, in buildings of the size mentioned, a principal's office, teachers' rooms, janitor's rooms, supply room, art room, and library.

Three or more rooms should be constructed and fitted especially for kindergarten work. No factor in educational work has wrought such great and wholesome changes in school work in the past fifty years as the kindergarten principle, and it is pre-eminently adapted to the children of any people who are in need of systematic, projective methods of work, whose creative powers need stimulating, and whose energies need to be directed along right channels.

Also there should be sufficient and suitably equipped rooms for the teaching of the manual arts so as to give the children the basis of a trade, a stimulation to industry, and to supplant any sentiment of disrespect for and aversion to work by an appreciation of the duty and dignity of labor.

The regular class-room should be commodious, well lighted, well ventilated, should have abundant blackboard space, and cupboards and closets for the safe keeping of books and supplies.

School Grounds.

A well constructed and artistic school building needs sufficient and properly arranged grounds for a setting by which to exhibit its lines and proportions, to demark it from others, and to bring out its individuality. And not only should there be grounds for the sake of giving a school building character and individuality, but also there should be sufficient ground for flower-plots, a small vegetable garden, and for shrubbery. These things have a large educative value, assist more than anything else in naturalizing the child, in giving him a knowledge of his surroundings, in suggesting better food products and their cultivation, and in teaching him to observe, think, and provide. There should also be room for children's sports and for various outdoor games and exercises which can be indulged in here to better advantage than in the states.

It is impossible to compete with other institutions and to build up a substantial and well-articulated school system until there are educational plants or centers, such as will attract and invite patronage and indicate, in a material way, the sentiment and esteem in which a free public school system is held in America. The character of the school buildings will plainly signify to this people the benefits of such a system, will create in them a healthy civic conscience, and translate their avowed adherence to the government of the United States into a fervent regard and loyalty.

The Professional Debt.

It is quoted from Lord Bacon that a debt is owed to the chosen profession because of the path that has been beaten out by those who have gone before. It is a good question for each to ask himself whether he is discharging this debt. To make the matter practical let us look at what the Masonic societies of New York are doing. They have united and possess a "home," that is, own and run a house, where a member of the guild, no matter where he comes from, may be housed and fed, if he is needy.

Now in the course of human events teachers will become old and poor and need care and assistance. Are the teachers of the cities in a position to aid such? This is a serious and proper question. Cases have come to our knowledge that could not fail to arouse profound sympathy. One, having taught a half century with honor, was obliged to betake himself to a ten-cent lodging house in his old age, and there breathe his last.

This is a subject to which we invite earnest attention. We think "Homes for Teachers" could be made a subject at gatherings, for popular discussion as well as ways to parse "what" and spell "tough."

New York Teachers' Club-House.

The idea of building a club-house for the teachers of New York is not a new one. For many years a desire has been felt to secure a permanent center for the activities of the profession. A "building fund" has long existed for the promotion of the idea. But only recently have the hopes of the promoters received any tangible support by the appearance of definite plans of procedure. Last year a committee of one hundred was appointed to take up the work of raising money to purchase land and to erect a suitable building for a club-house. Their plans have just been brought to the attention of the teachers.

The immediate desire of this committee is to procure a site. To get sufficient money for this is the work of this year. After the land is procured it is believed that money for the building will follow rapidly.

The necessity and usefulness of this proposed teachers' club-house are apparent to any one at all conversant with the conditions of teaching in New York.

The number of teachers exceeds the numbers of any other profession in the city, yet the teachers are the only professional body without a club home. If such a building as proposed is constructed it will raise the position of the teachers in the eyes of the community and compel the recognition of the teaching body of the city as a body of professional workers, a recognition that too often is not given under present conditions.

Even the trades have their clubs in these days and the teachers can only lose prestige if they allow themselves to fall behind the spirit of the times.

Such a club, as an institution, will bind the teachers together in social and professional ways, as nothing else can. The teachers by this means will feel an esprit de corps which is too often lacking.

It is beyond question that this club will increase the prestige and influence of the teachers of the community, and in this way the teacher's influence, usefulness, and power in the cause of education will be increased.

The club-house will be the center and headquarters of all educational movements. Here the great educational lights and representative men from other professional or lay bodies can be received for conferences or interchange of ideas upon matters of educational interest.

A large general and pedagogical library will meet the long felt needs of many teachers. Committee rooms and lecture rooms will provide for the reception of all the various educational associations and meetings which are now scattered hither and yon thruout the city.

The idea of the committee in charge of this subject, is to provide a place for holding every lecture course, extension course, and entertainment course, now given in various places, which are devoted to educational work.

Besides these features which are primarily of educational importance the building is to contain all club features which are suitable or necessary for the comfort and interest of the profession.

There are something like eleven thousand teachers in New York. To accommodate such a large body as would make use of such an institution, particularly on occasions when general public lectures are delivered or meetings and entertainments held, it will be necessary to have a large building in a central and readily accessible situation. A site in such a location, preferably between Forty-second and Forty-ninth streets, will cost about \$100,000 and the building itself, about \$200,000 more. The running expenses of such a club would be between \$15,000 and \$20,000 a year. This annual sum it is proposed to secure from an income from rentals of parts of the buildings, bachelor apartments being the preferable solution of the difficulty.

But the matter of raising the necessary \$200,000 or \$300,000 is the work the committee of One Hundred is trying to meet at present. Three methods have been suggested to raise this sum:

By subscriptions from the teachers of Greater New York.

By individual contributions or donations from interested and public-spirited men in the community, and friends of the teachers.

By giving some semi-public or educational character to the institution and thereby attracting donations of large amounts from men like Mr. Carnegie.

The committee at present is receiving subscriptions from the teachers themselves as a result of a recent circular. It was thought best not to make the club into a stock company and to sell shares, for it seemed wiser for all to be equally active in the club which is equally for all.

The enterprise has received the heartiest endorsement and support of leading members of the board of education and of the superintendents' office, as well as of men prominent in the community at large. The teachers themselves are all in favor of the club, but oftentimes there seems to be some indifference which it is hard to meet, but the hearty financial support that is given it in some quarters shows that the project has the active support of the many.

At present the committee has a fund of something like \$16,000. Since the circulars were sent out a short time ago, a number of subscriptions, averaging \$25 from each teacher, have been sent in to the amount of \$4,000. These are certainly generous offers for people of as moderate means as teachers, but they are only a few of the indications of the enthusiasm with which the project is hailed in some quarters.

There have been some differences of opinion concerning the method of raising the required amount of money. Some of the teachers were averse to obtaining funds outside of the teaching force. The committee has attempted to discover the general view on this subject and the general trend of the opinions which have been sent in show that the teachers as a whole are completely indifferent as to how the money is raised and would gladly accept outside help.

Tentative plans for the proposed building have been drawn. They provide for a ground floor containing offices, an auditorium and a reception hall, a mezzanine floor for committee rooms, a second and third floor providing dining and club rooms, a library and small meeting rooms. Above these floors may be six floors divided into three or four bachelor apartments for purpose of rental.

All are agreed as to the immense benefits, social, professional, and material that will accrue to the teaching profession from the establishment of such an institution. Thus it is the duty of all to aid the committee in making the matter in its charge a financial possibility. The Committee of One Hundred is organized with District Supt. John Dwyer as chairman, and George H. Chatfield as secretary.

Preparation for the Professions.

Chancellor Henry M. MacCracken, of New York university, in an address to the alumni of the University of Rochester, said this regarding the length of the college course:

"If the students do not graduate from college till they are twenty-three, and spend three years in a professional school, they will have passed twenty-six, and if they spend four years in professional study they will have passed twenty-seven before they gain even their professional degree. This is too great an age for the beginner in a profession, when we consider that no man can hope immediately upon beginning to earn a livelihood. I favor twenty-five years as a sufficiently advanced age for a professional degree. What shall we do in order not to exceed this limit?

"Two measures recommend themselves. First, the condensing of the preparatory course so as to lower the average freshman age to eighteen, or even to seventeen, or one year less than it is now.

"Second, the combining of a year of professional preparation with the fourth year of the college, leaving in this way only two years of law or theology to be pursued and three of medicine.

"For the student of one profession I advocate the anticipation in college of one solid professional year. This is the medical profession. No other profession demands so long a course of study. It is entirely possible for a college of even moderate means to offer in its fourth year a course of study that should earn the man who has done this work well the right to enter the second year of the best college of medicine.

"The four years of college residence, however, is the most American fact in American education. It is un-American to surrender it. It is un-American to turn the college into a shuttle railway or mere Way station, where students transfer from the preparatory to the professional school."

It will be a long time before the people of this country will look upon the public school as a well-spring of morality, as is suggested by Mr. C. H. Torsch in the *Baltimore Sun*.

"If it is a duty that every child of the community should be taught to read," says Mr. Torsch, "then a thousand times greater the duty that the child should learn to obey superiors, to respect the laws of the land, to render just value in return for what is received, to inflict no pain upon others, to look upon falsehood as degradation, to idealize the good, the true, and the beautiful. I do not hesitate to affirm that this is the primary obligation of the state in education, while imparting reading, writing, mathematics, and geography are secondary adjuncts."

Such a statement will be assented to in most cases, not because it is believed in, but because of a certain respect for morality, just as many more assent to statements in the pulpit. But in how many cases is there any attempt to find out whether the teacher is imparting moral education and how he is doing it? The official looks into the arithmetic class, but not into the morality class. Morality is a secondary consideration.

The letter concerning the girl graduates of our public schools presents a subject of great importance, and we commend it to the thoughtful attention of the president of the New York board of education. During the past ten years, to go back no further, there must have issued from the public schools of Greater New York 20,000 of these. It would be a noble thing if some philanthropic woman would organize these into associations and keep some track of them to see that they are doing well. One plan suggested by an experienced principal is that each woman principal have a clerk who shall visit the absent on account of sickness and be the secretary of the associated graduates. Some comprehensive and feasible plan is certainly needed.

Rumors are flying about the streets of New York that the late visit of Governor Odell was for the purpose of consulting over the removal of certain persons holding office at Albany, who are charged with the serious crime of being Democrats. Among those who are said to be likely to be called on to yield their places to those of the Republican faith are Isaac H. Stout, supervisor of institutes, and Thomas E. Finnegan, supervisor of examinations in the department of public instruction, the former drawing a salary of \$4,000, the latter \$3,000.

In this connection a little tale coming from Indiana may be properly unfolded. A certain politician was visiting schools and making speeches, and in the true American style, informing the lads that it was perfectly possible for each of them to climb the ladder of fame and at last repose in the chair of the chief executive of the nation, the only thing being needed was to aim at this shining mark and keep everlastingly at it. At the close of his speech which he saw had roused a new ambition in their breasts, he asked, "Who of you will begin now and labor to become president of the United States?" The hands of all went up instantaneously except those of a small boy who began to shed copious tears. "And why don't you want to be president?" said the orator. "I can't," said the boy, "I'm a Democrat."

The Busy World.

After several months of work in Dakota, an expedition sent out by Yale has prepared a section of cycads to be placed in the Yale Peabody museum. This section, which is considered the finest in the world, shows in great perfection many important facts in the evolution of vegetable life.

The council of the American Geographical society has awarded the Charles P. Daly gold medal to Robert E. Peary, the Arctic explorer. It was desired to recognize especially the achievement of Mr. Peary in his last expedition, during which he outlined the northern extension of the land masses at the north end of Greenland, and made the farthest north that has been reached in the American Arctic.

Peary's earlier achievements in North Greenland, during the years in which he lived among the Smith Sound natives, crossed the inland ice, and discovered the northeast coast, were recognized by conferring the Cullom gold medal on the explorer some years ago.

It is now proposed to place the picture of General Grant in the Mississippi hall of fame. This is in recognition of his magnanimity at Appomattox, which has never been forgotten by the Southern people.

The St. Louis Exposition is to present a systematic arrangement of higher education as presented by the leading universities of this country. The more important Western schools are to present a resume of their growth and development. Many of them will maintain working laboratories illustrating different processes. The Eastern institutions will generally make thoro departmental exhibits.

Mr. F. Cope Whitehouse, of New York, has requested space in the St. Louis Exposition for an elaborate relief map of the Appalachian range. The map will include all that part which it is proposed to convert into a forest reserve, in North Carolina, Kentucky, Tennessee, Virginia, and West Virginia, and will follow the courses of the New and Great Kanawha rivers to Point Pleasant. The latter part of the map, it is hoped, will show the states of North Carolina and Virginia the importance of their co-operation with West Virginia and the federal government in controlling the floods which do so much damage in the Great Kanawha.

Under the lead of Dr. Nansen \$2,000,000 will be spent in making a careful survey and study of the geography of the ocean.

It seems that the experiment has been tried in the Richmond, Va., high school of having a "culture plate" kissed by the girls, and of observing the result after a few days. In all cases millions of bacteria would be found. Dr. H. Taylor, state chemist, is positive that much harm may result from kissing, especially if one of the parties is a consumptive. Dr. Ware has introduced an "anti-kissing" bill.

Fossils with prejudices against the advantages of the higher education of females may continue to shake their wise heads even after reading about the two young women in Radcliffe college who are running a bakery in Cambridge to make perfect bread. They have succeeded beyond their hopes and tho the shop runs day and night the loaves are too few to meet the demand.

The first American university club in England was organized in London on December 6, by graduates of Cornell university. As illustrating the practical value of American training, nearly all the forty members of the new club are engaged in London in mechanical, electrical, and engineering work.

Philippine Money.

Congress proposes that the unit of money in the Philippines shall be a gold *peso* of the value of fifty cents; to coin seventy-five million silver pesos of 416 grains, to be

legal tender, to coin fifty, twenty, and ten *centavo* pieces (value 25, 10, and 5 cents) to be legal tender for less than ten dollars. The currency is to be on the gold basis, the silver *peso* to be kept on a par with the gold *peso*.

Ending of Parliament.

Parliament was prorogued December 18. While much of the time was taken up with the education bill the king made no reference to it in his speech. He referred to Venezuela, Japan, the sugar convention, South Africa, to the proclamation of his successions in India, but he made no reference to education. Well, it is a ticklish matter, we agree. But with us education is an all-important subject.

The Proposed Postal Change.

The proposal of the third assistant postmaster general to exclude from second class mail rates all except daily, tri-weekly, semi-weekly, and weekly newspapers, has no basis in principle. To charge a paper four cents a pound because it is issued once a month instead of four times is wholly unjust; it is a punishment for not coming out four times in the month. There are certain publications that should come out daily; there are others that represent other phases of our life of a more condensed character—these are weeklies; there are others that take a still broader survey, they omit news but expand discussions that are but partially broached in the weeklies—these come out once a month. But all these have one aim, to give expression to thought valuable in our national life.

We trust every educational monthly will take up this matter and see that this great injustice is not inflicted. The weekly papers are omitted because of their vast political power; it is the weeklies that elect the members of Congress. But the educational monthlies have power, too. They are addressed to a class that minister to the needs of twenty-five million of children.

Postmaster Madden makes recommendation that we heartily agree to—that the P. O. department carry books and merchandise at a lower rate—at four cents; the former now pay eight cents and the latter sixteen. The express companies now carry both these classes for \$1.25 per 100 lb., where the P. O. charge \$8 and \$16. If the express companies can do it profitably so can the P. O.

There is no reason in the classification now made. Why should a book weighing four lbs. be charged sixteen cents and merchandise of the same weight be charged thirty-two cents? There should be a simplification; put all into three classes, (1) written matter, (2) periodicals, (3) merchandise—this to include books.

We urge all educational editors to see that their representatives in Congress do not allow the injustice proposed to the monthlies.

Our Manufacturing Exports.

The United States bureau of statistics has prepared a report which shows that at present one-third of the exports of this country are made up of manufactures. The most interesting feature of this fact is that the chief market for our manufactures is in Europe, the great manufacturing section of the world. A fourth of the total exports of manufactures goes to the rest of North America.

Five great articles from the bulk of the exportations of manufactures from the United States to Europe—copper, mineral oil, iron, and steel, leather, and agricultural implements.

Football Casualties for 1902.

Dead	12
Fatally injured	1
Seriously injured	85

LAST YEAR'S RECORD.

Dead	8
Seriously injured	75

Letters.

The Common School Graduates.

The teachers in many parts of the country aroused about twenty-five years ago to the need of making teaching a profession, and many bought books and studied very actively. There was a decided change in their attitude. This was undoubtedly a correct movement, but it is a question I have turned over in my mind a good many times whether there is not a more essential movement needed, and if THE JOURNAL will allow me I will give my thought.

We are going at a great pace in this country—all admit that; lots of persons are making money; but morally we are not in a healthy condition. I believe this and have yet to find a seriously thinking person who does not also think in this way. In other words, our progress is in mechanics and not in ethics. We are sailing too near the breakers; we must tack ship and sail on another course.

Can the teachers effect this? I say they can. There are to-day 600,000 of all kinds of teachers at work and if all of them will do a little much may be effected. At the present time the *homes* are not reached and in the cities no attempt is made to do this. Now let me be somewhat personal. I am earning my own living, working from eight until five. Two evenings a week I meet a class of girls employed in stores and shops; these are all graduates of the public schools; they know how to read, write, and cast up accounts; more than this scarcely nothing.

The fact oppresses me that there is no one now to care for the future of those girls. I ask and find out that they attended "School No. —"; they usually remember the principal's name, but not always. True, they live at home most of them; but what preparation are they making for their future? My class is connected with a church; in its Sunday school I met last year two girls aged about fifteen and asked them to call on me. They did so and told me of others who would like to come. I allowed them to bring two each; these six were allowed to bring one each. I suppose I could have got together a company of 100.

One evening they do sewing and darning for themselves; few can darn their stockings neatly. While this is being done one reads; this is from an amusing book. Then I give a little lecture on some interesting subject; then there is a social period.

Now it may be said that all these could go to night schools and thus be improved. Some have tried this, but few of these girls can spare more than two evenings in a week; they aid at home in various ways. One girl is the oldest of seven children; when she arrives home at night from the shop she sets to work to cook the dinner, etc. It is an effort to come to this class even twice in the week.

I have asked of all of the class whether their teachers ever called on them after graduation, and have yet to find an instance where this has been done. The teachers and the board of education seem to feel that enough has been done when they give out certificates of graduation. But is this enough?

If you will allow me I will urge the board of education to lay out plans for the girl graduates of the common schools of New York. When I graduated from a normal school I promised I would write once a year at least to the principal telling about myself and this I have done, and it has been of great good to me. So I would have these girl graduates do and be looked after.

In other words, I would have the teachers become humanitarian as well as pedagogical. Mrs. Booth lately said: "The schools are certainly doing a great work, but as yet it seems that their main purpose is to enable the youth to struggle harder with their surroundings."

The world seems to be aware there is a struggle going on, but each is so intent on his own affairs that he does not stop to pick up the "weary in the march of life."

I am not asking for money or clothing and such things. I ask that these graduates, leaving school often with wreaths, bouquets, and white dresses should be aided to become the noble women they were inspired to be in the schools. Is it not a worthy object?

New York City.

E. MARIA TOWNSEND.

A Better Spirit.

There certainly is a better spirit in the schools than there was when I first began to visit them. I find more refinement and courtesy than formerly. There is less reign of force and more of the intellectual and moral in the teacher's operations. Ten years ago I rarely saw a book on education on the teacher's desk; now it is rare not to see one. I find the publications of E. L. Kellogg & Company in the better schools, and they are always praised.

One of the features apparent is the devotion for life to teaching. When I used to show books to a teacher she would say, "I only expect to teach this term out." If I introduced a set of books they would stay in but a short time. This leads to more permanence in the tenure of an adoption. Of course women marry and give up teaching, but even among women teachers there is more permanence; this is due to the normal schools. A good normal school graduate is pretty sure of a good place and will not marry unless she is sure to do much better.

The teachers' institutes are quite different, too—they proceed now upon business principles. In some counties I find a county superintendent that gets the would-be-teachers in a separate class and drills them in a thoro manner. In some counties the class is organized into a school and one is made to teach and then she or he is criticised; then another one tries it.

I think the county superintendents are of a better class, too; I have seen some pretty poor timber made into these officers. At one institute a teacher read an essay and referred to Colonel Parker. The superintendent said, "Parker? Parker? Yes, he knows all about it." He thought it was a politician by that name that went to the legislature.

But, Mr. Editor, there are things that might be greatly improved yet. There is too much politics; a great deal too much. For instance, I found a very able man teaching at a very moderate salary. Not being a wire puller, the best position in the county was given to an inferior man. How this can be changed I cannot see at present. Good teachers are usually poor wire pullers.

Kansas.

E. C. S.

Why Dreary?

In the debate in parliament over the new education bill one of the speakers referred to education as a "dreary subject." No doubt, a good many felt this to be a true description. There are reasons for it. Education is supported by public taxation and hence forms one of the themes of political debate by men who know nothing at all about it. In this stage of evolution we are at present with some signs of radical improvement.

There should be a board of educational men, experts if you please, to whom the important matter of education should be referred, and their recommendations should be adopted as far as courses of study, etc., are concerned. The amount of money to be expended would rightly be directed by the political machinery.

There is still another cause for "dreariness" and that is the half-heartedness of many of those who teach. Not long since a reporter for a daily press, while interviewing the principal of a girls' grammar school, was surprised to hear her say, "It is a hateful business; I hate it; I engage in it because I must." This was a case of antagonism, but there are many who have no love for it; they merely endure the society of children and youth. If it is "dreary" for them how must it be for the pupils! The reason that so few go from the primary to the grammar classes is that they have had all they can stand of "dreary" school days.

The important element in teaching is love. Once the master went around with a strap or good-sized ruler in his hand, and lucky was the boy who did not get a clip or two daily. It was hard to induce the teacher to give up the idea of whipping in school. A change has taken place for the better; there is a kindlier feeling towards the boys who attend the schools. But still the school is not yet identified enough with the home, and so the efforts of THE JOURNAL to bring the parents into the school sphere must be encouraged; there is a great field here which has never been touched.

E. E. REDWOOD.

Baltimore.

Pen and Ink Work.

(Continued from page 687.)

As in the previous tiny sketch, those who are competent may color a penciled sketch of this design, and if desirable it can with ribbons become the actual cover of their book of "Winter Studies"

V. The border design which may be planned and executed may show a black, a white, and a gray effect. The gray tone may be produced in two ways: either by mixing a little water with the ink and applying the wash with a brush, or it may be obtained by lightly drawn lines made by a pen; fine dots will also give the same effect. One child may choose to execute the leaves in black and have the berries in the light tones; another will decide to have the berries in the black tone and the leaves will remain light. Since the berries are the important part of the composition, it may be well to execute this prominent feature in black. By adopting this method the eye is at once directed to the important part of the work and children cannot too early be impressed with the importance of observing this old established law.

VI. The wall paper design may be attempted after proficiency is gained in the previous work. Papers for this work should be of generous size; a paper nine



Fig. 3.

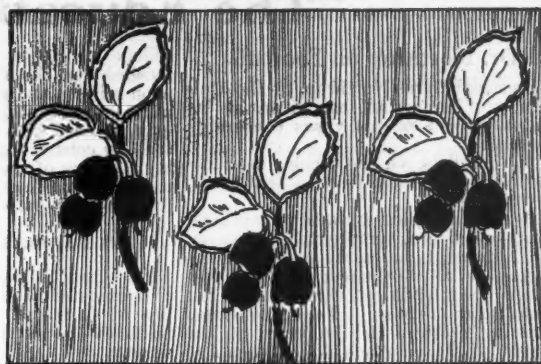


Fig. 5.

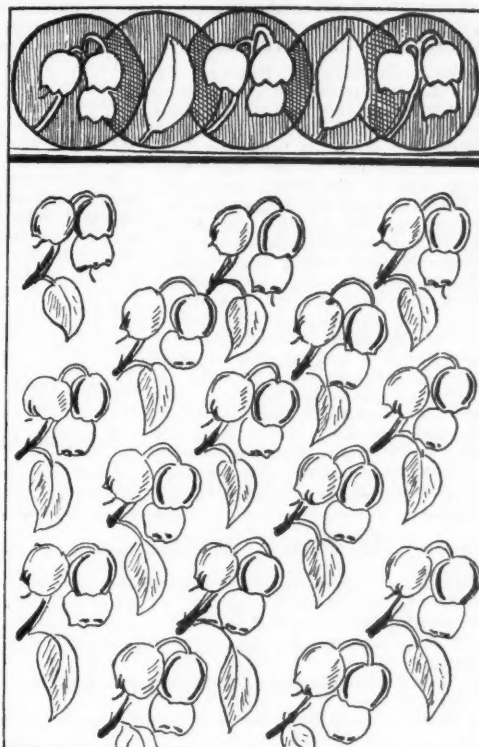


Fig. 6.—Design for wall paper.



Fig. 4.—Design for a book cover.

inches wide and twelve inches long is as small as should be used. The space to be occupied by the border should be ruled off and the paper then may be ruled off in two or in three-inch squares according to the size of the repeating design chosen. Great accuracy in measurements must be observed. Shading may be used and when completed, this design will afford much satisfaction to any patient pupil.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full. From this office are also issued three monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, and EDUCATIONAL FOUNDATIONS, (each \$1.00 a year,) presenting each in its field valuable material for the teachers of all grades, the primary teacher and the educational student; also OUR TIMES (current history for teachers and schools), semi-monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

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THE SCHOOL JOURNAL is entered as second class matter at the N.Y. Post Office.

The Educational Outlook.

Dr. Northrup on Football.

President Cyrus Northrup, of the University of Minnesota, has given this as an expression of his views concerning football:

"Football is, on the whole, desirable tho not lacking some features that are to be regretted.

"Self-possession, courage, promptness, strict obedience, temperance, alertness, quick perception, manly resolution and vigor are all cultivated, and doubtless other good qualities which I have not specifically named. The intellectual training received by the team at the hands of a good coach is quite equal to that received in many class-rooms, involving, as it does, the essence of mathematical correctness and combinations."

Education of the Forefathers.

President Charles F. Thwing, of Western Reserve university, in a recent address, spoke on the lack of education among the Pilgrim Fathers.

"These men were not educated," he said. "No member of the Mayflower company was a university graduate. Elder Brewster had for a time been at Cambridge, but he had not taken his degree. The contrast between the lack of higher education among the Pilgrims and its high place among those coming to the Bay colony is most significant. Among the 21,000 who came to Boston and its neighborhood before 1640, was found as large a proportion of college graduates as could be found probably in any similar population in the world. The graduates came largely from old Cambridge, and especially from Emanuel college. These were the men who, in 1636, and within six years after the landing of many, had established Harvard

college. But the Pilgrims were distinguished for the emphasis they placed upon religion and sound morality. The religious and ethical forces of the Pilgrims, joined with a similar power from the Bay colony, together with the educational forces of the Puritans, entered into American life and helped to constitute the American state and community."

A Farmers' School Car.

The agricultural department of the University of Missouri is to hold a number of farmers' institutes in various parts of the state. An exhibition car feature will add much to the interest and value of these meetings.

If this plan works to the satisfaction of all parties interested, the board of agriculture will make this exhibition car a prominent feature in all the institute work in the state. Thus, if the meetings are to be held in a section of the state where the live stock industry is a prominent feature the college representative specimens of improved breeds will be taken.

In those sections of the state where dairying dominates, the car will be equipped along this line and be virtually a traveling dairy school. In the horticultural sections of the state the car will be equipped by the horticultural department with spray pumps, spray material, various fruits, different kinds of trees and plants, so as to give practical demonstrations in the modern methods of controlling the insect pests and fungus diseases, and in the planting and pruning of orchards.

Reading for Farmers' Wives.

There has been sustained at Cornell university for two years a reading course

for farmers' wives, under the extension department of the College of Agriculture. It is free to residents of the state of New York who are interested in reading and studying home problems. In connection with the reading lessons, study clubs have been formed among grange women and in small groups of rural housewives for the consideration of economic subjects.

The demands upon the farmer's wife require that she be an all-round, practical housekeeper, and for this reason she finds it to her advantage to study the conservation of time, strength, and money in managing her household affairs. The course is also extended to others than rural housewives in the state who are interested in home economics.

The seventh of the series of lessons treats of the practical duties of the house, with suggestions of the best ways of doing them,—sweeping, cleaning, making beds and setting the table.

For membership in this course, address the Farmers' Wives' Reading Course, Cornell university, Ithaca, N. Y.

Co-Education in Syracuse.

SYRACUSE, N. Y.—Chan. James R. Day of Syracuse university is attempting to formulate some plan to restrict the number of social affairs at the university. Syracuse university has been coeducational since it was founded. During the past few years evils have grown out of this relation, which the authorities think need correcting. Chief among them is the number of dances and parties given by the young women.

The effect of this extreme social life is demoralizing. The socially inclined students after a dance cut classes indiscriminately, or if they do report, are sleepy and uninterested.

Coming Meetings.

Secretaries of teachers' organizations are requested to notify the editor of dates of meetings, election of officers, and errors or omissions in this list.

Dec. 22-23.—Western Arkansas Teachers' Association, at Fort Smith.

Dec. 22-24.—Colorado State Teachers' Association, at Colorado Springs.

Dec. 22-24.—Washington State Teachers' Association at Seattle.

Dec. 22-24.—Oklahoma Territorial Association at Oklahoma City. J. M. Holcomb, president.

Dec. 26-27.—North Texas Colored Teachers' Association, at Gainesville.

Dec. 26-29.—Commercial Teachers' Federation at Milwaukee, Wis.

Dec. 26-30.—American Historical Association, at Philadelphia. Capt. Alfred T. Mahan, president.

Dec. 29-31.—New York State Associated Academic Principals, at Syracuse.

Dec. 29-31.—New York State Council of Grammar School Principals, Orson Warren, Elmira, president, at Syracuse.

Dec. 29-31.—New York State Training Teachers' Conference. Richard A. Searing, Rochester Normal Training school, president, at Syracuse.

Dec. 30-31.—New York State Science Teachers' Association. Dr. William Hallock, Columbia university, president, at Syracuse.

Dec. 29-31.—South Dakota State Educational Association, at Mitchell.

Dec. 29-31.—Idaho State Teachers' Association, at Weiser.

Dec. 29-31.—Kansas State Teachers' Association, at Topeka. Joseph H. Hill, president.

Dec. 29-31.—Montana State Teachers' Association, at Bozeman.

Dec. 30-31.—Michigan State Teachers' Association, at Saginaw.

Dec. 29-Jan. 3.—California Teachers' Association, at Los Angeles. A. E. Shumate, president.

Dec. 31-Jan. 2.—Nebraska State Teachers' Association, at Lincoln.

Dec. 31-Jan. 2.—Minnesota State Educational Association, at St. Paul.

Dec. 29-31.—Association of American Universities, at Columbia university, New York.

Dec. 30-31.—Maine State Teachers' Assoc'n, at Waterville.
Dec. 29-31.—New Jersey State Teachers' Association, at Trenton.

Dec. 29-Jan. 1.—Florida State Teachers' Association, at Orlando.

Dec. 29-31.—Louisiana State Teachers' Association, at Baton Rouge.

Dec. 29-31.—Missouri State Teachers' Association, at St. Louis. J. A. Whiteford, Moberly, president.

Dec. 29-31.—Texas State Teachers' Association, at Austin.

Dec. 29-31.—Indiana State Teachers' Association, at Indianapolis.

Dec. 29-31.—Illinois State Teachers' Association, at Springfield.

Dec. 29-31.—Wisconsin State Teachers' and County Superintendents Associations, at Milwaukee.

Dec. 29-31.—National Commercial Teachers' Federation, at Milwaukee, Wis.

Dec. 29-31.—North Dakota State Teachers' Association, at Fargo.

Dec. 30-31.—Iowa State Teachers' Association, at Des Moines. Charles Eldred Shilton, president, Indianola; W. F. Barr, secretary, Des Moines.

Dec. 31-Jan. 2.—Minnesota State Educational Association, at St. Paul. S. J. Race, president; J. C. Bryant, secretary; E. T. Carroll, treasurer.

Jan. 22-24.—North Carolina Association of City Superintendents, at Raleigh, N. C.

Jan. 22-24.—North Carolina Association of City Superintendents, at Raleigh, N. C.

Feb. 10-11.—Department of City and Borough Superintendence of Pennsylvania, at Harrisburg.

Feb. 12-13.—Department of School Directors of Pennsylvania, at Harrisburg.

Feb. 24-26.—Department of Superintendence, N. E. A., at Cincinnati, Ohio.

July 6-10.—National Educational Association, at Boston, Mass.

CHRISTMAS WEEK.

Ohio State Association of Township Superintendents at Columbus. D. H. Barnes, Osborn, president.

Ohio State Association of School Examiners, at Columbus.

Edwin M. Craig, Sabina, president.

Southern Association of Elocutionists, at Atlanta, Ga.

The fact that most diseases arise from an impure or low condition of the blood, is fully proven by Hood's Sarsaparilla.

In and Around New York City.

The executive committee of the board of education has decided to grant applications for the use of school buildings for Sunday concerts. General Wingate, representing the majority of the committee, declared that, despite the protests of the clergy, the concerts are elevating and wholesome for the people. The school-rooms are vacant on Sundays and as the cost is very slight there is no reason why they should not be utilized for the public welfare.

The position of male supervisor of physical training for boys' classes is to be created by the board of education in the near future.

The new electrical engineering department of Union college will begin work on Jan. 1 under the direction of Charles P. Steinmetz and additional instructors.

The department of fine arts of Pratt institute is to hold an exhibition of landscapes and portraits by Robert Henri from Dec. 18 to Jan. 31. Mr. Henri has made New York his residence after spending many years in Paris, Italy, and Spain. He has exhibited at the Salon and Champs de Mars, one of his exhibits being purchased by the French government for the gallery of the Luxembourg.

Fire broke out in an old building at 569 Driggs avenue, Williamsburg, used as a branch of P. S. No. 17, during the afternoon session of Dec. 17.

There were 180 little girls, ranging in age from seven to eleven years, in the four class-rooms at the time. The fire drill was at once started, and altho the fire had attained great headway, the children reached the street in safety. A panic was narrowly averted thru the cool work of the teachers.

The mothers of many of the girls, hearing of the fire, ran to the school-house and acted hysterically until they were convinced that their children were safe. The damage to the building will reach \$5,000.

Solomon Wolf, professor of drawing in New York university, has retired from active duty. He will do some little teaching, for the present, as professor emeritus.

The Brooklyn schools are having considerable difficulty in securing coal. Some schools have resorted to a half-day session while others have been obliged to close entirely until more coal could be supplied. Superintendent Simmons says there is coal enough on the docks, but that trucks to draw it cannot be procured.

Examinations.

Dean J. E. Russell, of Teachers college, spoke before the High School Teachers' Association, on December 13, on the subject "The Value of Examinations." He said in part:

"Examination must have a place in every scheme of instruction. Instruction can proceed only when the extent and quality of the learner's knowledge is definitely understood. Examinations of a formal sort are often desirable for the sake both of the teacher and the pupil. But such examinations are given by teachers within the school or school system primarily for the purpose of instruction. Examinations by those outside the school, especially when given for the purpose of determining a pupil's ability to undertake an entirely new course of instruction, have no educational value for the pupil which cannot be secured equally well in some less reprehensible way. Such examinations, however, are practically necessary when intellectual attainment is not the only aim of the school instruction, and both necessary and inevitable when that instruction is in-

efficient. My sole object is to show that such examinations have no especial educational value for those who are examined. They do have a distinct value in our school system, and must be retained until some better plan is found for keeping week schools up to grade and for the elimination of bad teaching. The scheme of college entrance examination is altogether a matter of temporary expediency. It tests merely the candidate's store of learning and to some extent his ability to use it. It does not measure his intellectual desires, his moral strength, or his aesthetic tastes."

Teachers Fight By-Law.

Mr. Ira Leo Bamberger, a former member of the board of education, has been engaged by the Brooklyn Teachers' Association and the Brooklyn Class Teachers' Organization to bring suit to restrain the board from putting into operation a by-law passed last June which provides for re-examination for promotion. It is alleged that the new rule violates license A, of Brooklyn, and license 2, of New York city, issued prior to June. These two licenses entitle the holder to teach in all the upper grades of a grammar school.

The rule provides that to be eligible for promotion to any grade in the last two years of the school course applicants must pass an examination and be placed on an eligible list from which appointments will be made.

It is contended that the rule is contrary to the charter and that the city superintendent and the board of education have no right to accomplish by indirection that which cannot be obtained by law.

Temperance Instruction.

The New York State Central Committee on scientific temperance instruction in public schools has made an investigation of the complaints, by the State Science Teachers' Association, concerning the system of teaching physiology and hygiene in the public schools. The gist of the report is as follows:

There is no contradiction, as has been claimed, between the facts of physiology as taught in the universities and medical schools and those taught in the public schools. The theory of Professor Atwater that alcohol, in small quantities, can be used like sugar, starch, and fat for generating heat and muscular power, according to this investigation, is neither "upheld by science nor by common experience." The attitude of the teachers is nothing but a "specious plea for moderate drinking," and their argument for its dangerous and fallacious.

The report states that the parents are generally enthusiastic concerning the study of hygiene. Most of them believe that this study leads their children to take better care of themselves, by insisting on proper ventilation, objecting to bad water, and commenting on the evils of improper eating and cold draughts. This teaching certainly leads children to resist more strongly the temptations of tobacco and drink, appealing to their self respect and making bad habits abhorrent to them.

In reply to the teachers' suggestions for improving the law, the report declares that the law should not be modified so as to give the teachers more freedom in their way of imparting knowledge; that authors of text-books now have adequate freedom in the arrangement of temperance matter; that there is no evidence to show the necessity of the lower grade pupils having possession of text-books, and that the teachers were wrong when they said a pupil entered the high school with less interest in hygiene and physiology if he had studied it in the primary grades.

The report concludes by stating that

the large majority of the common school teachers believe in these studies and that there is no reasonable arguments for changing the present law.

Inheritance Tax Moneys Returned.

Teachers college has received \$20,000 from the Treasury Department in return for the inheritance tax collected upon a bequest of \$200,000 made to the college by Mrs. Carolyn S. Macy. The tax took \$20,000 away, but as a result of the amendment recently made by Congress the full amount has been returned. It has not been decided whether the money will be applied to the endowment fund or whether it will go toward raising the sum of \$440,000 which must be obtained before Mr. Rockefeller's recent gift of \$500,000 becomes available.

\$40,000 for Kindergarten.

At the twelfth annual meeting of the New York Kindergarten Association, it was announced that John D. Archbold, had given \$40,000 for the endowment of a kindergarten in memory of his daughter, Mrs. Frances Dana Walcott.

President Hamilton W. Mabie said that there are 150 kindergartens in the public schools, and that twenty-two of them are directed and supported by the association.

Dr. James H. Canfield, librarian of Columbia university, and Richard Watson Gilder spoke briefly, extolling the value of the kindergarten system of education.

Recent Deaths.

Miss Louise Brisbin Dunn, a tutor in the department of botany, of Barnard college, died on December 18. She was graduated from Barnard in 1897 with the degree of A.B. and in 1899 she received the degree of A.M. from Columbia university.

Mrs. Charles K. Adams, the widow of former president Adams, of Wisconsin state university, died recently. The university will benefit heavily according to the provisions contained in her will.

Mrs. Mary C. Goucher, founder of the Women's college, of Baltimore, one of the leading colleges of the South for young women, died in Baltimore on December 19. She was the wife of the Rev. Dr. John F. Goucher, the president of the college, thru whom she spent large sums to endow the institution.

Judge Alexander Martin, dean of the law department of Missouri university, died, on December 15, at his home in Columbia, Mo. He was a graduate of the University of Michigan and of Harvard university and he had a wide reputation as a writer on legal subjects.

Death of Miss Fernald.

Friends of Rev. James C. Fernald will be grieved to learn of the sudden death on December 18, at his home in West New Brighton, Staten Island, N. Y., of his eldest daughter, Mary G. She was a young woman of the highest promise and of the loveliest Christian character. She was a graduate of the art department of Pratt institute, Brooklyn, had been supervisor of art in the schools of Cedar Rapids, Iowa, where she won exceptional success, and had begun with the brightest prospects her work in a like situation in the schools of Westfield, N. J. Ambitious and deeply conscientious, she undertook an amount of work that overtaxed her strength, so that in spite of all that care and skill could do, the young life failed. A wide circle of loving friends sympathize with the sorrowing family in their sad bereavement. But the beautiful Christian life of the earnest years sheds its light thru the gloom and cheers with the trust that the weary one has found rest in the infinite sheltering love of her Savior and her God.

Educational New England.

Four of the eight candidates of the Public School Association for membership on the Boston school board were elected. This continues the control of the board by men selected by that association whose aim is a purely non-partisan administration of the schools, simply doing that which promises the most for the education of the pupils in every instance.

At the last meeting of the corporation of the Massachusetts Institute of Technology, Prof. Elihu Thomson, of Lynn, was elected non-resident professor of applied electricity. He has for several years been a lecturer upon this subject, and will continue to lecture much as heretofore. The election to the professorship is a deserved tribute to his standing and ability.

Mr. Percival Lowell, director of the Lowell observatory at Flagstaff, Arizona, was also elected to the non-resident professorship of astronomy. He will give lectures upon astronomy at such times and upon such conditions as may seem best. This year it will be a course of six, dealing mainly with the solar system, but ending with one upon "cosmogony."

CAMBRIDGE, MASS.—Miss Lillian Reynolds has resigned her position in the Latin school.

Miss Margaret B. Wellington has been appointed master's assistant in the Harvard school.

Miss Waitie M. Nash and Harriet F. Savin have been appointed teachers in the Harvard school. Miss Gertrude F. Sullivan in the Gaunett school; Miss Ellen M. Borne in the Boardman school; and Miss Lillian W. Davis in the Talbot school.

The directors of the Fair Haven, Conn., and Westville railroad have decided to allow school children to ride on all their lines for half the regular rate of fare.

PROVIDENCE, R. I.—The library of Brown university has lately received a gift of sixty fine books from the heirs of the late Elbridge Smith, of the class of

1841, for twenty-four years the principal of the Dorchester high school. They are a complete set of Milton's works, his life by several different authors, and criticisms upon his writings.

PROVIDENCE, R. I.—About 100 school buildings have been closed because they cannot be properly heated thru lack of fuel.

Kenyon L. Butterfield, instructor in rural sociology at the University of Michigan, has accepted the position of president of the Rhode Island State College of Agricultural and Mechanical Arts, at Kingston, R. I.

Professor W. O. Atwater, of Wesleyan university, has been allowed \$5,000, by the Carnegie institute at Washington, for the prosecution of inquiries with the respiration calorimeter. The special object is the study of the relation of oxygen to the animal economy.

Schoolmasters Preparing for N. E. A.

The Massachusetts Schoolmasters' Club had a dinner at Hotel Brunswick on December 14, having for discussion the coming meeting of The National Educational Association in July.

President Eliot spoke particularly upon the size of the coming meeting, and called upon the various teachers of the vicinity to aid in entertaining the twelve thousand, or more, who would be visitors in the city. Particularly will it depend upon the lady teachers to see that they are properly and carefully lodged.

President Eliot also spoke of the plan of making all addresses short, not to exceed half an hour at the most, since he does not think that it is in the power of any man to speak upon a topic at greater length to the profit of listeners. Then he was perplexed with several questions of procedure. Should there be several short speeches to follow the one main address, or only a second of considerable length? Upon this, as well as upon the program itself, the speaker hoped for advice from the teachers which should prove efficient assistance.

President Charles H. Keyes, of the American Institute of Instruction, promised all possible assistance from his society. For one thing, all dues would be remitted for the year, so allowing the usual annual income to go to the N. E. A.

Billings Bequests.

The executors of the estate of the late Robert C. Billings announce that, in accordance with the terms of his will, they will distribute \$1,000,000 among charitable and educational institutions. The latter institutions benefited are:

Bates college, Berea college, Wellesley college, Tuskegee institute, Lincoln university, Cumberland, Tenn.; Fisk university, Atlanta university, Fairmount college, Wichita, Kan.; Mayesville, (S. C.) institute; Meadville Theological seminary, Phillips Exeter academy, Hackley school, Tarrytown, N. Y.; Abbot academy, Andover.

Included in the public bequests are \$100,000 to Harvard college, \$100,000 to the Massachusetts Institute of Technology, \$50,000 to the Institute of Technology to found a "Billings Student Fund." Any student receiving benefit is expected to abstain from the use of alcohol and tobacco.

Bowdoin Library Building.

BRUNSWICK, ME.—The new library building of Bowdoin college, the gift of Gen. Thomas Hamlin Hubbard, of New York, of the class of 1857, is nearly ready for occupancy, tho its dedication will be postponed until the next commencement. The main portion of the structure is 176 feet long and 46 wide, with a tower 30 feet square and 100 feet in height rising from the center. This portion contains an alumni room and a lecture hall, with smaller rooms for periodical rooms, faculty room, president and registrar's offices, and recitation rooms designed particularly for advanced instruction. In the rear at the center is a wing 90 feet by 46, with five floors for a stack room. It contains 100 book cases with a capacity for 160,000 volumes. The general plan of the building was made by Prof. H. L. Koufman, the librarian of Brown university.

INTRODUCTION TO BOTANY

By WILLIAM C. STEVENS, University of Kansas

This new Botany for high schools and colleges presents in attractive form the best features of a modern course in botany, combining laboratory directions, descriptive chapters and discussions, and illustrations of the fundamental laws of plant life. The method is consistently inductive and much stress is laid on care and accuracy in laboratory work. An unusual amount of space is devoted to common flowering plants that may be procured easily during spring months. The illustrations are original and abundant.

With Analytical Key and Flora, 576 pages, \$1.50.

Without Key and Flora, 448 pages, \$1.25.

PROF. V. M. SPALDING, University of Michigan:

"All in all, it seems to me the best book on the subject for high schools that has yet appeared."

DR. C. H. CLARK, Phillips Academy, Exeter, N. H.:

"The book is right in line with the most modern tendencies of botanical teaching. It is, in my opinion, the best Botany yet published."

DR. JOHN W. HARSHBERGER, Department of Botany, University of Pennsylvania:

"A splendid book and destined to fill an important place in the secondary schools of our country."

DR. RODNEY H. TRUE, Plant Physiologist, Department of Agriculture, Washington, D. C.:

"I regard the book as a strong one, and accordingly anticipate wide use for it. It is built on modern lines and is a good exposition of the elements of botany as now understood."

DR. D. M. MOTTIER, Department of Botany, Indiana University:

"Of the elementary books on botany now on the market, I believe that Prof. Stevens's is by far the best."

PROF. FREDERICK H. BILLINGS, Louisiana State University:

"The book unquestionably commends itself as worthy of a position in the first ranks of text-books on elementary botany."

C. L. HAYES, Prin. State Normal School, Florida.

"An excellent book and well adapted to general school use."

W. B. CUMMINGS, Department of Botany, University of Maine:

"It is the most attractive book of the kind I have seen. I do not hesitate to give my unqualified commendation of it."

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Pyramid Pile Cure gives instant relief and never fails to cure every form of this most troublesome disease. For sale by all druggists at 50c. a package. Thousands have been quickly cured. Ask your druggist for a package of Pyramid Pile Cure, or write for our little book which tells all about the cause and cure of piles. Write your name and address plainly on a postal card, mail to the Pyramid Drug Co., Marshall, Mich., and you will receive the book by return mail.

Here and There.

The Iowa State Teachers' Association will hold its annual session at Des Moines on December 30, 31, January 1 and 2. Among the addresses at the general sessions will be these: "Grades of Thinking and Thinking in the Grades," by Nathan C. Schaeffer, superintendent of public instruction of Pennsylvania; "Our Duty to the Public Schools," by Orville T. Bright, county superintendent, Cook county, Illinois; "Oral Hygiene," by Dr. I. P. Wilson, of Iowa; and "The Group Morality of Children," by Dr. George E. Vincent, of Chicago university. The convention will be divided into the following departments for special sessions:

College, normal, and secondary, county superintendents, elementary, and graded-primary, and kindergarten.

The officers of the association are: President, Charles Eldred Shelton, Indianola; secretary, W. F. Barr, Des Moines; treasurer, G. W. Samson, Cedar Falls.

BUFFALO, N. Y.—With some sources yet to be heard from, the profits of the bazaar in aid of the Teachers' Retirement fund amount to over \$36,000. It is almost certain that the final returns will show an increase of several thousands beyond this sum.

The distribution of the tax money for which the teachers of Chicago are suing can only be settled by a decision of a court as matters stand at the present time. The board of education has re-

cently refused to accept a compromise and submit the dispute to arbitration.

J. H. Wigmore, dean of the law school of Northwestern university, has been awarded the Ames prize by Harvard university.

At the convocation of the University of Chicago degrees were awarded to thirty-seven candidates for the bachelor's degree. Nine doctors and masters and thirty-seven junior college students received the title of "associate."

King Edward has just appointed Mr. Bury the Fellow of Trinity college, Dublin, as Regius professor of history at Cambridge, to succeed the late Lord Acton. Mr. Bury is known in America as the continuator of Gibbon's "Decline and Fall of the Roman Empire."

The University of Pennsylvania has awarded the Lucy Wharton Drexel medal to Prof. H. V. Hilprecht for his excavations at Nippur and his publications on the subject. The fund for the medals is \$2,000, the income of which is to be expended for medals to be awarded once a year for the best archeological excavations by an English-speaking scholar.

The London Chamber of Commerce has for the past fifteen years been doing work not only of civic but also of national and imperial importance by organizing and encouraging a more efficient educational training for commercial life. Its lectures and classes are so well attended that the present accommodations have been found inadequate.

Martinsburg, W. Va., is to have a new high school building with thoroly equipped laboratories for the study of chemistry, physics, and botany.

According to the reports issued by the New Jersey state board of education the cost of running the schools of the state last year exceeded \$8,000,000.

The educational features of the Hawaiian exhibit at the St. Louis World's Fair is to be a historical exhibit. It is desired to show the internal, moral, and intellectual development of the people. In order to show the progress of the school system it is proposed to exhibit the archeology of Hawaii and the primitive implements with which the Hawaiians worked and cultivated the soil.

Of the 16,034 teachers in the public schools of Indiana, 1,185 are graduates of colleges or universities, 1,274 of state normal schools, and 1,165 of private normal schools. The number that have had no training above the common schools is 2,718.

Prof. Friedrich Delitzsch, the noted Babylonian scholar who has just returned to Berlin from the field of his investigations, will come to this country in February and lecture in the leading universities.

There was a meeting of the teachers of the Shawnee and Jefferson county schools at Meriden, Kansas, on December 13. Different educational subjects were discussed by teachers from two counties. This is the first time Shawnee county has united with any other county for a joint meeting and other meetings may be arranged between the two counties.

ANNAPOLIS, MD.—The faculty of St. John's college have suspended eighteen students on account of the recent hazing and attack on a professor. Other students have left classes and bound themselves not to return until these punishments are remitted.

The high school at Glens Falls, N. Y., was totally destroyed by fire, on December 17, and the property loss will exceed \$40,000. All the library, school supplies, and apparatus were entirely destroyed.

Three hundred children are now without a place to continue their studies and the board of education has as yet made no plans for the future.

Stetson university at De Land, Florida, is the largest educational institution in the state and has a very fine library equipment.

A new library building is to be erected at the Leland Stanford, Jr., university by Mrs. Jane L. Stanford. She intends

Going to Bed Hungry.

It Is All Wrong and Man Is the Only Creature That Does It.

The complete emptiness of the stomach during sleep adds greatly to the amount of emaciation, sleeplessness, and general weakness so often met with. There is a perpetual change of tissues in the body, sleeping or waking, and the supply of nourishment ought to be somewhat continuous and food taken just before retiring adds more tissue than is destroyed, and increased weight and vigor is the result. Dr. W. T. Cathell says: "All animals except man eat before sleep and there is no reason in Nature why man should form the exception to the rule."

If people who are thin, nervous, and sleepless would take a light lunch of bread and milk or oatmeal and cream, and, at the same time, take a safe, harmless stomach remedy like Stuart's Dyspepsia Tablets in order to aid the stomach in digesting it the result would be a surprising increase in weight, strength and general vigor. The only drawback has been that thin, nervous, dyspeptic people cannot digest and assimilate wholesome food at night or any other time. For such it is absolutely necessary to use Stuart's Dyspepsia Tablets because they will digest the food, no matter how weak the stomach may be, nourishing the body and resting the stomach at the same time.

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Session of the Court of Justice of a School City in Cuba.

to make it the handsomest and most costly structure of its kind on this continent. The plans for the building have been ordered and as soon as they are approved, work will be started on the foundations.

The general meeting of the Archeological Institute of America is to be held at Princeton university Dec. 31, Jan. 1 and 2. Prof. William W. Goodwin, of Harvard university, will deliver the annual address.

The annual report of the New Jersey State Teachers' Retirement Fund shows that only about half of the eligible teachers in the state have joined the organization, the membership being 3,300. The younger teachers have not identified themselves with the association to any extent.

W. H. Bishop, professor of modern languages at Yale university, has been appointed United States consul at Genoa, Italy.

After a careful consideration of the increased cost of living, the Schenectady board of education has adopted a new schedule of teachers' salaries, based on length of service, and giving an average individual increase of about fifty dollars a year.

Nearly 900 teachers attended the forty-ninth annual institute of Westmoreland county, at Greensburg, Pa., on Dec. 15 and 16. Among the speakers were: State Supt. Nathan C. Schaeffer; M. G. Brumbaugh, S. D. Fess, Ph.D., of Ada, O.; W. N. Ferris, LL.D., of Big Rapids, Mich.; F. H. Green, Ph.D., of West Chester; Mrs. Mary E. Noss, of California; Dr. Russell H. Conwell, of Philadelphia; Senator J. P. Dolliver, of Ft. Dodge, Ia., and H. Spillman Riggs, of Boston, Mass.

The University of Wisconsin has received a large portion of the estate of Mrs. Martin Adams, widow of Charles Kendall Adams, president of that institution. Two valuable paintings are left to the regents of the university, in addition to the books, pamphlets, and papers of President Adams. The residue of the estate, after the payment of several private bequests, is to be applied to the fellowship fund created under the will of President Adams.

The teachers of Jackson county, Ill., are making preparations to form a union and ask the American Federation of Labor for a charter.

APPLETON, WIS.—During a fraternity initiation at Lawrence university one of the initiates was badly injured. The students became frightened at what they had done and took their victim to a hospital. The college authorities will not interfere in the matter.

The fourth annual institute of Liberty, Ind., was held on December 6. Among the speakers were Mr. D. D. Mangus, on "Systematic Methodology," and G. F. Harbaugh on "Dickens as an Educator."

The citizens of Florence, Ala., have raised several thousand dollars for the Alabama State Normal college. The college has an enrollment of over 300, and is taxed to its full capacity.

Frank L. Sage, a lawyer of Buffalo, has been appointed assistant professor of law in the University of Michigan.

The elaborate laboratory of the Rensselaer Polytechnic Institute at Troy, N. Y., was almost completely wrecked by fire

on December 17, the loss exceeding \$30,000. There was some insurance, but not enough to cover the loss.

The laboratory was a two-story and basement structure, consisting of three wings, besides the main part. The apparatus was exceedingly valuable and its destruction constitutes the greatest loss. On the second floor was an electrical plant which was recently installed at a cost of several thousand dollars.

The laboratory was formerly the Williams Proudfit observatory, having been remodeled and equipped during the past two years.

Booker T. Washington is doing all he can to encourage the colored people in the vicinity of Tuskegee to buy homes of their own.

According to the estimates presented to the legislature of Indiana, the Terre Haute Normal school is to receive \$80,000 for the ensuing year. Partisans of this school are vigorously opposing a proposition for a second normal in the state.

The society for the aid of school children in Chicago has done an immense amount of work during the past year. New suits have been distributed to 688 urchins; shoes to 2,917, and undergarments to 2,186. Thus the entire city has gained by the saving of 3,211 children from the danger of becoming truant.

The trustees of Princeton university have announced that \$10,000 has been received from Morris K. Jessup, of New York, to be added to the present Morris Jessup fund, which is devoted to the support of the library. They also announce that \$1,000 has been received from the estate of the late Professor Humphreys to establish a series of prizes in the German department.

WASHINGTON.—United States Minister Francis B. Loomis has brought a present from the king of Portugal to the library of Congress, consisting of "The Bulletin of Observations Made on the Royal Yachts." This is a magnificently illustrated work, embodying the results of studies made by the king personally in a long term of years on the currents and tides of the ocean and the inhabitants thereof. It is regarded as one of the most interesting and valuable scientific publications of recent years.

The Chautauquan for December contains two strong contributions to the discussion of rural problems. Graham Taylor discusses "The Civic Function of the Country Church," and Kenyon L. Butterfield writes of "The Federation of Rural Social Forces." An historical sketch of "The Rise of the Russian Nation," and a travel paper on "The Crimea and the Caucasus," are interesting contributions to current literature about Russia. The subject of the nature study department is "Winter Birds and Fall Homes of Insects," by Alice G. McCloskey, of Cornell. The number is profusely illustrated and comports to the spirit of the season.

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The December number of the *Architectural Record* will be found exceptionally readable. Mr. Frederic Lees describes the architecture of the Paris suburb of Passy at the time when Benjamin Franklin lived there and shows some charming old French buildings that are still standing in that prosperous neighborhood. Mr. Russell Sturgis discourses upon the difference between English and American æsthetic ideals, with particular reference to the art of Walter Crane. Mr. Jean Schopfer treats upon the way to lay out a city, profusely illustrated by Paris examples. M. Melani describes the recent exhibition of decorative art at Turin. The most striking article in the number is an authentic account of the causes which led to the fall of the Campanile at Venice by Commendatore Pietro Saccardo, who was architect in charge of the building at the time of its collapse. This magazine is famous for its profuse and elegant illustrations.

General De Wet's story of the Boer war in his "Three Years' War," recently published by Charles Scribner's Sons, is the plain, straightforward narrative of a desperate struggle. His point of view is always that of a soldier who believed himself wholly in the right.

This book has immediately arrested attention in spite of the natural literary topic of the hour, holiday books, and it is sure to be even more successful than was expected.

Among the recent publications of Houghton, Mifflin & Company is "A Study of Prose Fiction" by Bliss Perry, a work which is attracting much favorable attention from teachers of English. Mr. Perry is well fitted for writing such a book, for he has written fiction, has lectured upon it as professor of English at Williams college and Princeton university and has passed upon it as editor of the *Atlantic Monthly*. The book is composed of material used in a course of lectures at Princeton.

Health, a medical journal published in London, England, editorially says: Those suffering and needing a safe pain reliever, should take two five-grain anti-kamnia tablets. Any good druggist can supply them and they should be in every family medicine chest.

Washington.

Holiday Tour via Pennsylvania Railroad.

Dec. 29 has been selected as the date for the Personally-Conducted Holiday Tour of the Pennsylvania Railroad to Washington. This tour will cover a period of three days, affording ample time to visit all the principal points of interest at the National Capital, including the Congressional Library and the new Corcoran Art Gallery. Round trip rate, covering railroad transportation for the round trip, hotel accommodations, and guides, \$14.50 or \$12.00 from New York, \$13.00 or \$10.50 from Trenton, and \$11.50 or \$9.00 from Philadelphia, according to hotel selected. Rates cover accommodations at hotel for two days. Special side trip to Mount Vernon.

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WE believe that teachers who neglect to read an educational journal and thus imbue their minds with opinions, thoughts, suggestions, and ideas concerning their work are making themselves into mere reciting posts. Such teachers usually fill their minds each morning with the twaddle in the daily papers, or the froth of the magazines; both of which unfit them to make any deep or permanent impression on their pupils' minds, the edge of their own being destroyed as by an acid.

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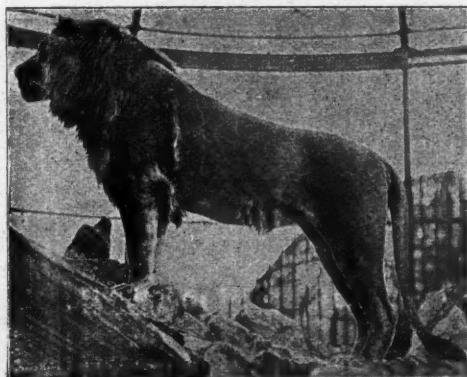
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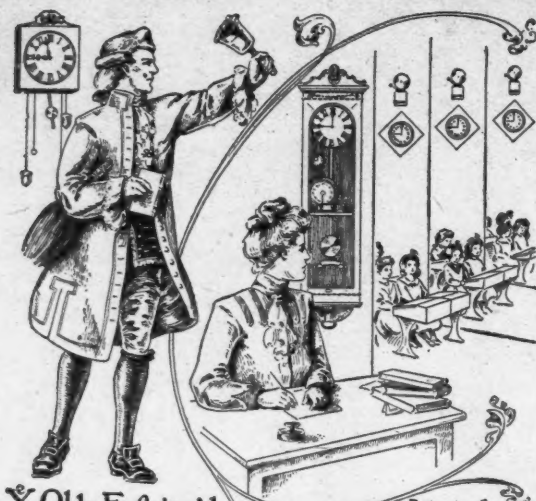
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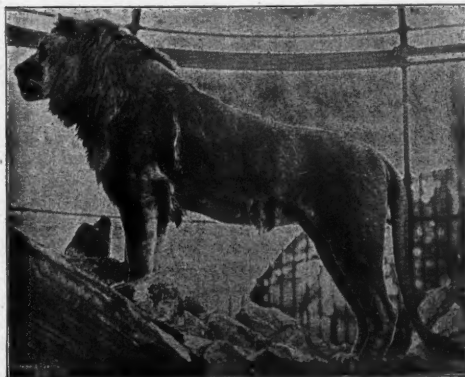
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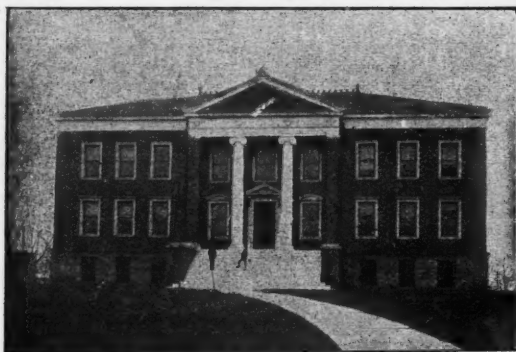
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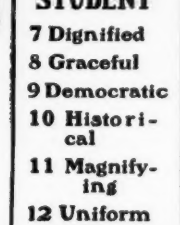
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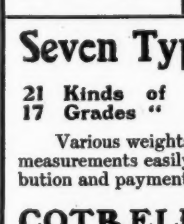


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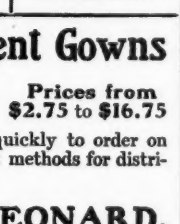
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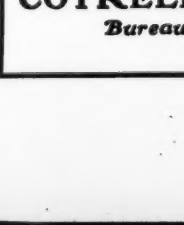
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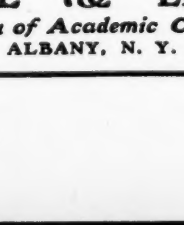
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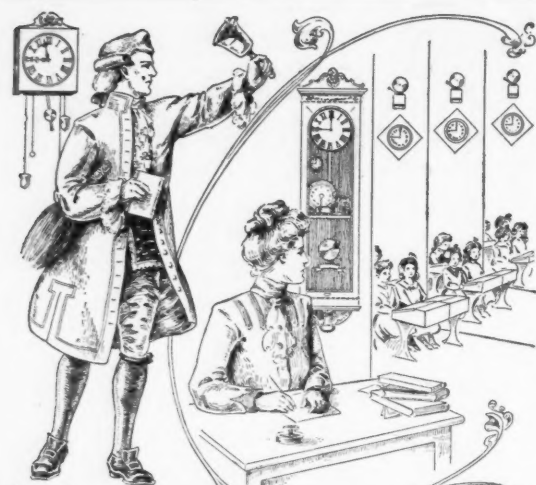
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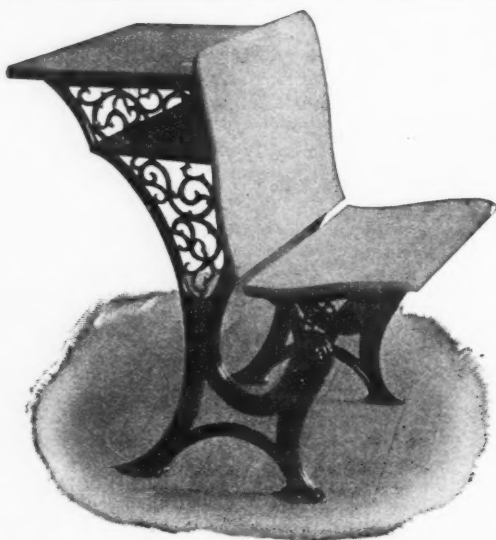
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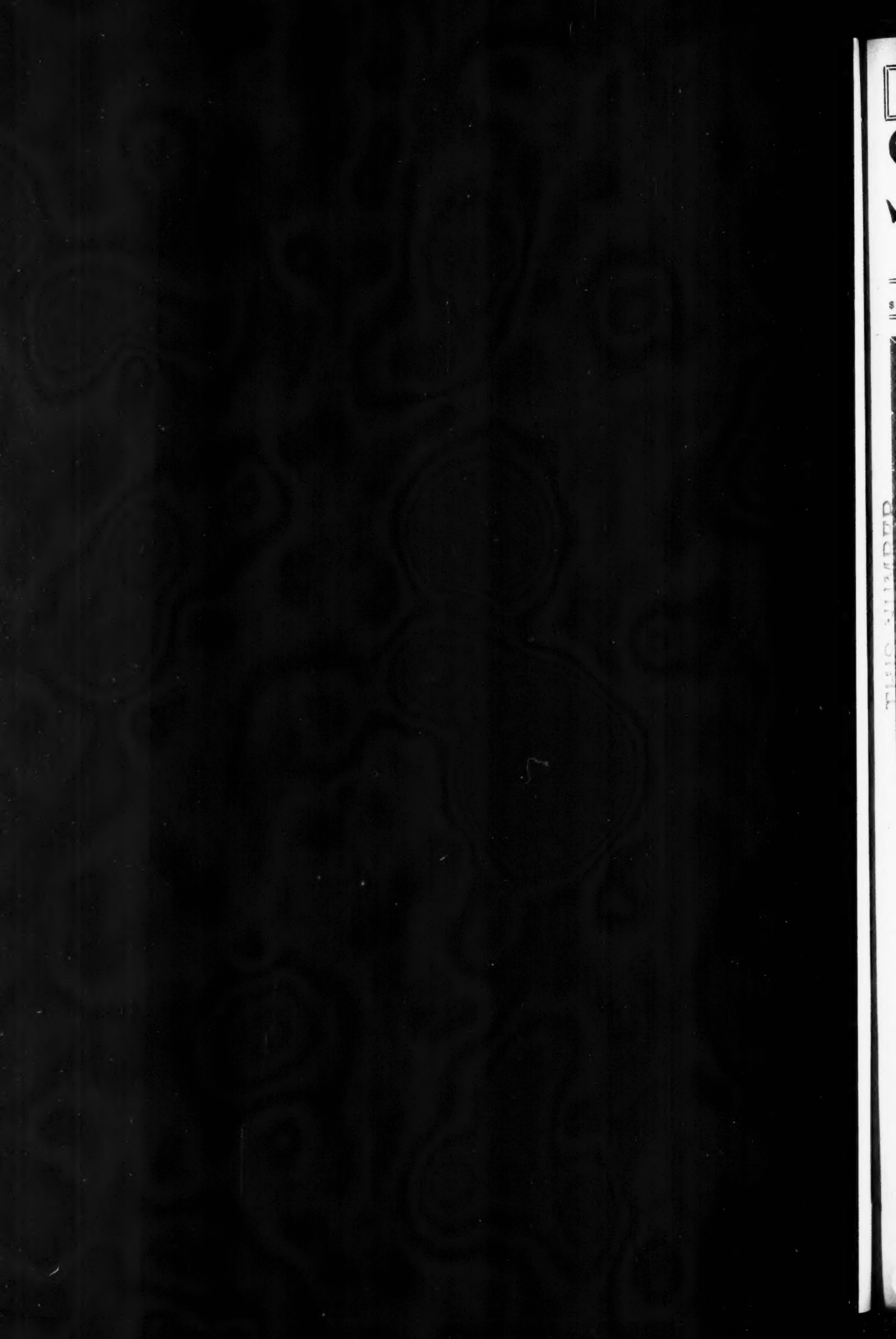
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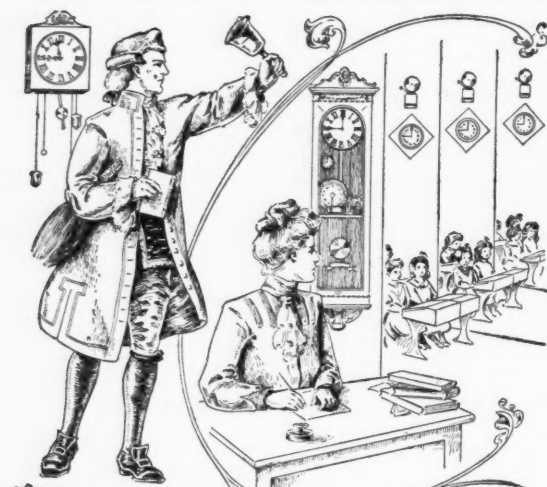
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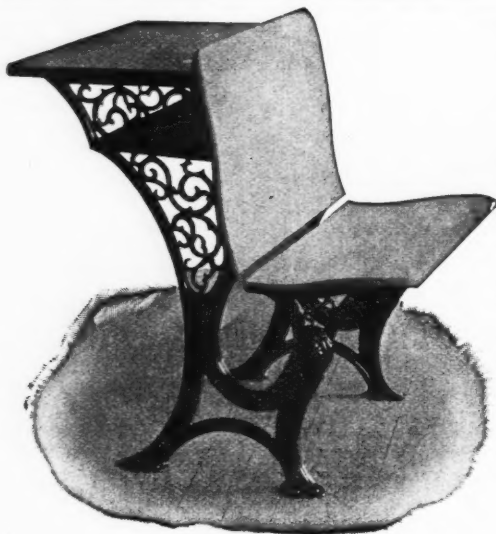
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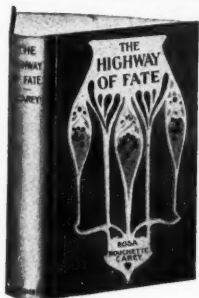
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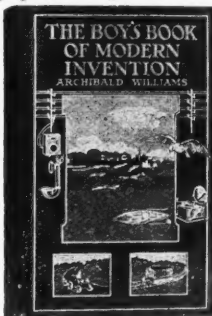
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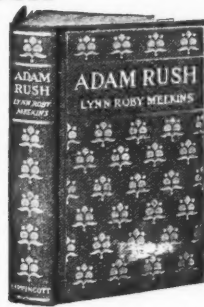
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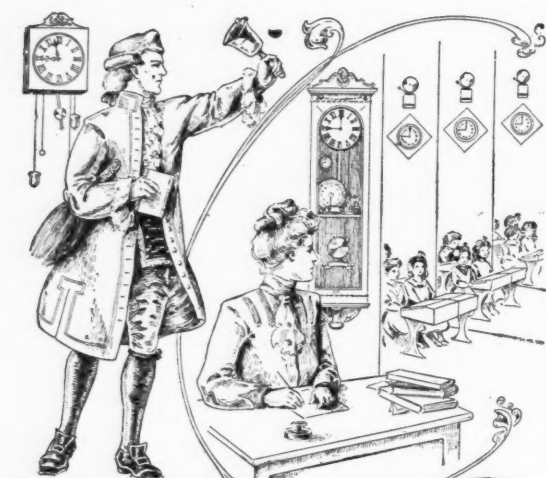
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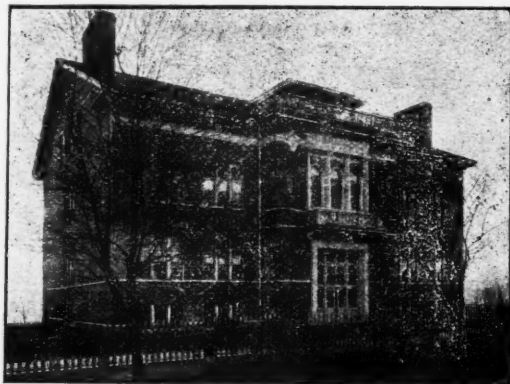
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